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ABSTRACT

If educational institutions are to experience continued growth in times of declining enrollments, they must develop an organizational concept of enrollment management which incorporates all institutional areas in its activities. At the base of an effective enrollment management system is institutional research, which should focus on market analysis, target markets, student profiles, needs assessments, exit interviews, graduate follow-up, and transfer student follow-up. The functional areas of enrollment management include admissions/recruitment, orientation/assessment, advisement, financial aid, career planning and placement, learning assistance centers, student activities, and student registration and records keeping. The department chair should encourage faculty members' direct participation in the updating of recruitment and marketing materials, in the student orientation and enrollment process, and in the development and maintenance of support programs and services. A model enrollment management system is in place at Mesa Community College (MCC) in Mesa, Arizona. The bulk of this paper describes the major features of the system, including service delivery strategies for new students, re-entry students, and currently enrolled students; assessment activities; the responsibilities and characteristics of effective academic advisors; the role of the advisement center; counseling and multicultural services at MCC; and the functions of the offices of records/registration, career planning/job placement, student financial services and veterans affairs. Appendixes provide data tables, student educational plan and advisement forms, and flow charts of the counseling, advisement/transfer, and student services models. (PAA)

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The Chair's Role in College Enrollment Management: Matriculation of Students

Gordon L. Benson

February 1993

Paper presented at the International Conference for Community College Chairs, Deans, and Other Instructional Leaders (2nd, Phoenix, AZ, February 17-20, 1993)

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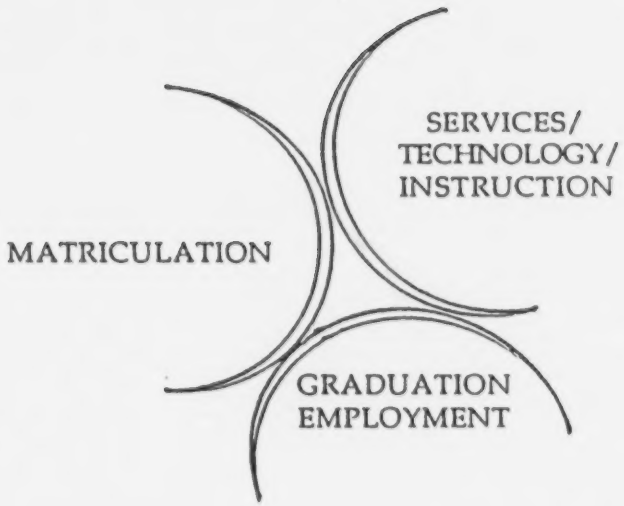
THE CHAIR'S ROLE

IN

COLLEGE ENROLLMENT MANAGEMENT

MATRICULATION OF STUDENTS



DELIVERY OF SERVICES
A PARTNERSHIP

Enrollment Management

"Enrollment Management is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments." Hossler

If colleges are to experience enrollment growth, then an organizational concept of enrollment management needs to be developed by the institution along with activities that involve the role of each institutional area.

In *Figure 1*, the concept of enrollment management has research as a base. The research elements of enrollment management are market analysis, target markets, student profiles, needs assessment, exit interviews, graduate follow-up and transfer follow-up. Many community colleges have not considered research of importance because of phenomenal growth during the past few years.

Research must be a support system for the strategic planning accomplished by an institution. The strategic planning outcome leads to the development of academic support programs, evaluation/review of academic programs, community/continuing education services, academic support efforts, attrition/retention efforts, student services, enrollment projections, recruitment and customer service.

Each of these areas have a significant part to play in enrollment management with the delivery of professional services beginning with recruitment through graduation.

An effective structure for addressing the marketing/recruitment strategy of the college is outlined in *Figure 2*. The Marketing Committee with broad advisory responsibilities should have a membership consisting of all groups in the college. The membership may consist of representatives of classified, maintenance/grounds, students, management, faculty, and department chairs. The Marketing Team consists of the Director of Admissions, Director of Public Relations, representative of the president, and a representative of Student Services. The responsibilities of the Marketing Team are to implement the internal/external communications, Public Relations, Enrollment Marketing, special events, and Program Marketing. This particular system is not a blueprint for all systems. The functions may be similar but the offices may vary from college to college.

The organizational structure for enrollment management should include a manager in charge who has the various elements of enrollment management reporting to them. The concept must be fully supported by the administrative structure. The significant areas reporting to such a manager would be Admissions, Recruitment, Financial Aid, Assessment/Advisement, Orientation, Records/Registration, Career Planning and Placement, Student Activities, and Learning Assistance Center.

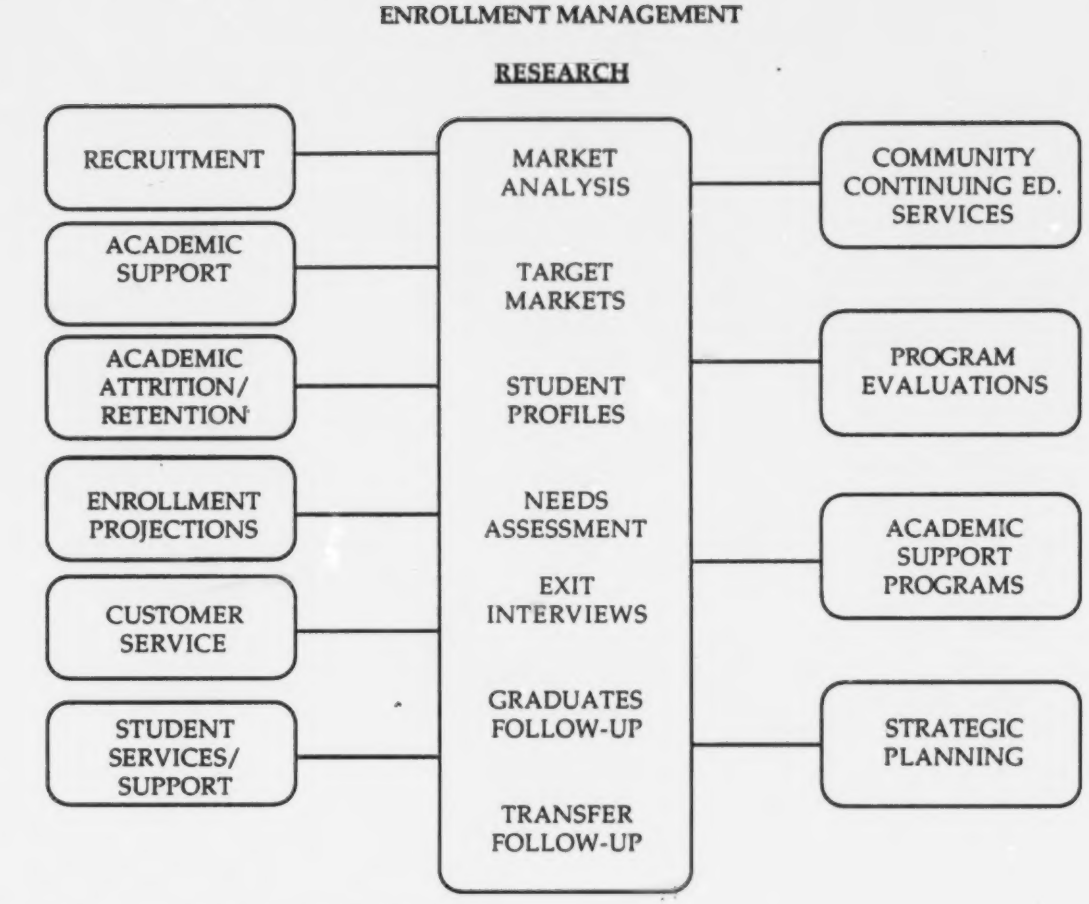


Figure 1 *Elements of Enrollment Management*

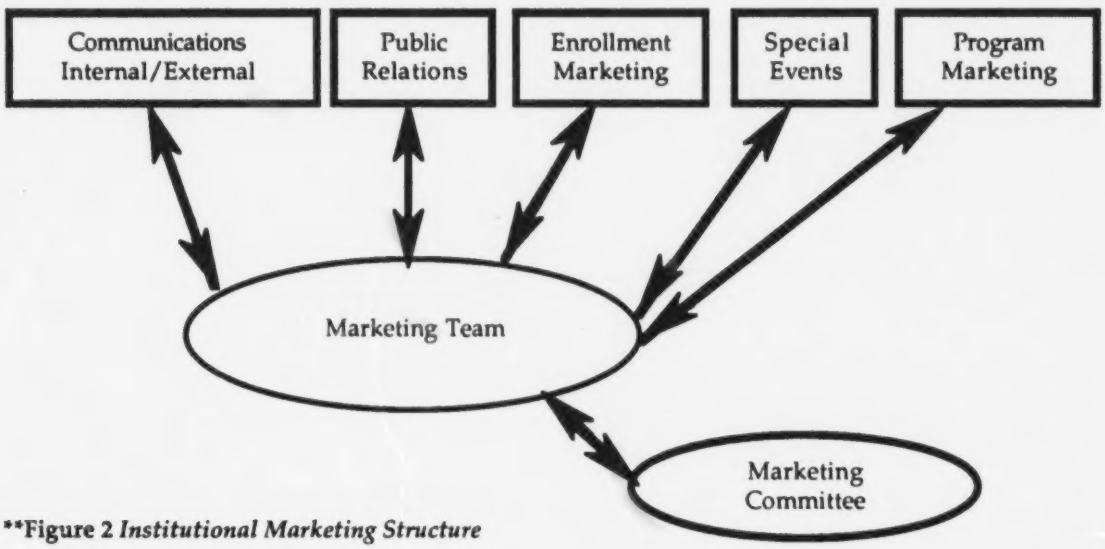


Figure 2 *Institutional Marketing Structure*

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Enrollment Management Committee

The institution needs to provide for a means to communicate with the leadership to gain consensus of the enrollment management processes. A vehicle to accomplish the communication link is an Enrollment Management Committee.

The committee, with advisory responsibilities, reviews the many processes and elements of enrollment management.

- Enrollment Process
- enrollment Trends/Projections
- Student Profiles
- Marketing Efforts
- Class Schedule Development
- Recruitment Plans
- College Calendar
- Strategic Planning
- Academic Support Delivery Systems

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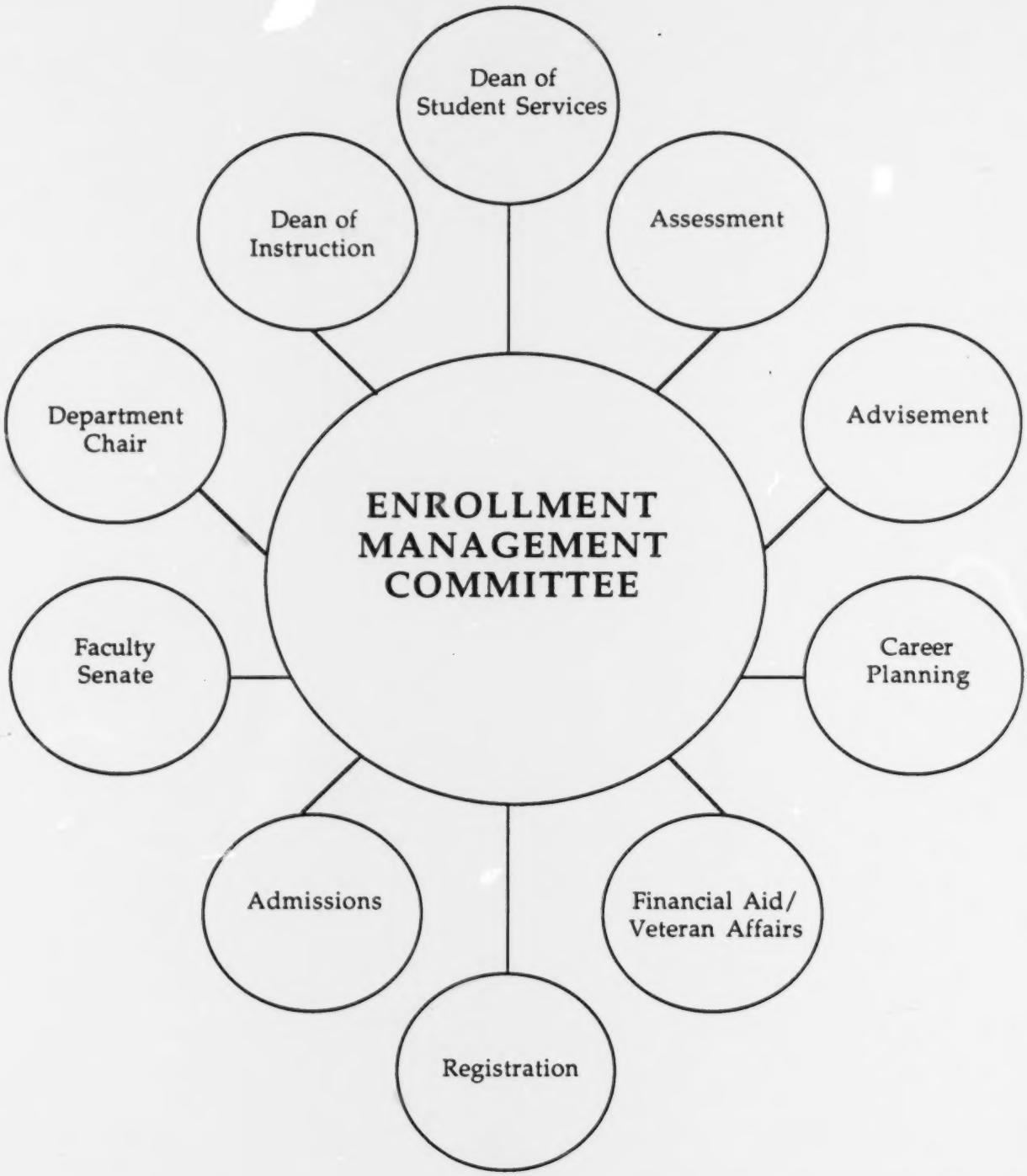

Figure 1A - Enrollment Management Committee Structure

FUNCTIONAL AREAS OF ENROLLMENT MANAGEMENT

ADMISSIONS/RECRUITMENT

The first point of contact for a student is the Office of Admissions/Recruitment. This area must have a great deal of knowledge about programs, market analysis, data collection methods, and printed materials that present the institution in a high quality manner. Customer service is of primary importance.

ORIENTATION/ASSESSMENT

When the student has matriculated into the institution, there should be a general orientation available about programs, policies, and procedures. Consideration should be given to providing more specialized orientation sessions for international students, minority students, and handicapped students. Orientation efforts play an important role in providing a more comfortable atmosphere at the institution. The area of Assessment is important for a new student in an effort to assist in some decision making on course selection. Some institutions with open admissions policies certainly feel they have a responsibility and possibly a right to guide the enrollment of students into courses.

ADVISEMENT

Most students come to college with an interest to interact with faculty, faculty advisors, and general advisors. Students want to know how the courses relate to their career goals. In community colleges, the functional effort of advisement is most difficult. Many students are part-time and avoid the activities of a traditional college. Classes, short term in nature, may be the best method for motivating faculty and students to participate in advising and orientation.

FINANCIAL AID

The rising cost of education, even in the community college, has given rise to believe that many able students do not pursue education. In the community college, the most available sources are federal funds or supplemental state funds. Community colleges have the challenge to develop additional fund sources and foundations to support student needs financially with access to higher education. The Financial Aid Office should engage in collecting persistence data and award data relative to success in college to support the admissions and retention functions of the institution.

CAREER PLANNING AND PLACEMENT

Career Planning and Placement is an important element of the enrollment management concept. In the era of careerism, no college can be without the emphasis of lifeplanning. Many students seek assurances that the college they attend will help them succeed in the career they have chosen. The department needs to work at maintaining contact with employers, help to find jobs, keep records on job placement, and transfer to other colleges. These data are student outcome data that may be used in marketing efforts for the college. The high quality and attitude toward students are important factors in recruitment and retention.

LEARNING ASSISTANCE CENTERS

The community college with open admissions has the responsibility to provide academic support to insure student success. Community college students enter college with a range of preparation from well prepared to under prepared. An enrollment management system should include Learning Assistance Centers to address the needs of all students with developmental, tutorial, and special assistance. This support system should be faculty driven with coordination of student service professionals.

STUDENT ACTIVITIES

The Student Activities involvement of community college students is a difficult task with a commuter population. Every effort must be made to provide opportunities in clubs, organizations, student government, and intramurals. Activities are needed that will lead students to feel they are a part of the institution and with the purpose of development of the skills needed for academic success.

STUDENT RECORDS AND REGISTRATION

The Student Records and Registration area plays a vital part in the enrollment management system. The enrolling in courses will be the most awesome task a student may endure. A system of convenience should be designed utilizing the best technology of computers, telephones, and trained staff. Many colleges use the most inexpensive method of a ballroom atmosphere with students in lines for hours. We should develop an atmosphere of convenience and help for the students on a continuous basis.

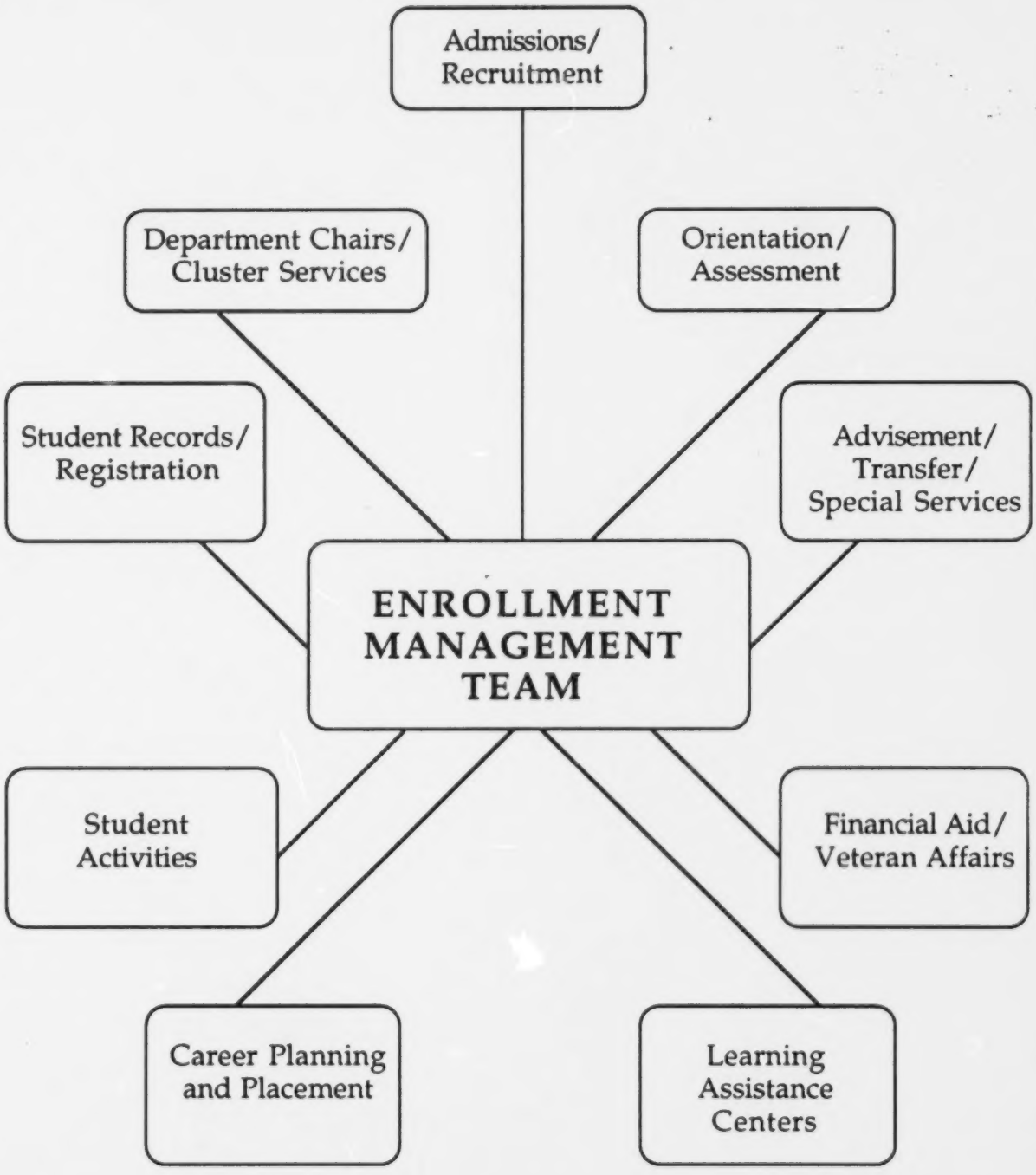

Figure 2A - Enrollment Management Team

RECRUITMENT

The community colleges have not adopted a systematic approach to recruitment because growth has not been an issue or stabilization of enrollment has not been an issue. Recently, some of the community colleges have been experiencing a decline. *Figure 3* provides a diagram outlining the publics that should be communicated with in an open direct manner.

Colleges experiencing decline first provide an infusion of staff in the Admissions Office to attract more students using a "sales" approach. Usually doomed to failure, the sales approach is converted into a "hard sell" approach with media advertising describing the institution as having the ability to provide everything anyone needs. Colleges sometimes even go to the extent of commission based recruitment.

The third concept is a marketing approach. The development of a strategy that will attract and retain students. The marketing strategy may include the following elements:

- New design catalogs and brochures.
- Viewbook outlining institutional excellence and strengths.
- Consistent high school visitation program.
- Consistent publicity and promotion.
- Develop an enrollment process.
- Develop an advertising program.
- Develop a direct mail program.
- Develop programs for various publics and diverse populations.

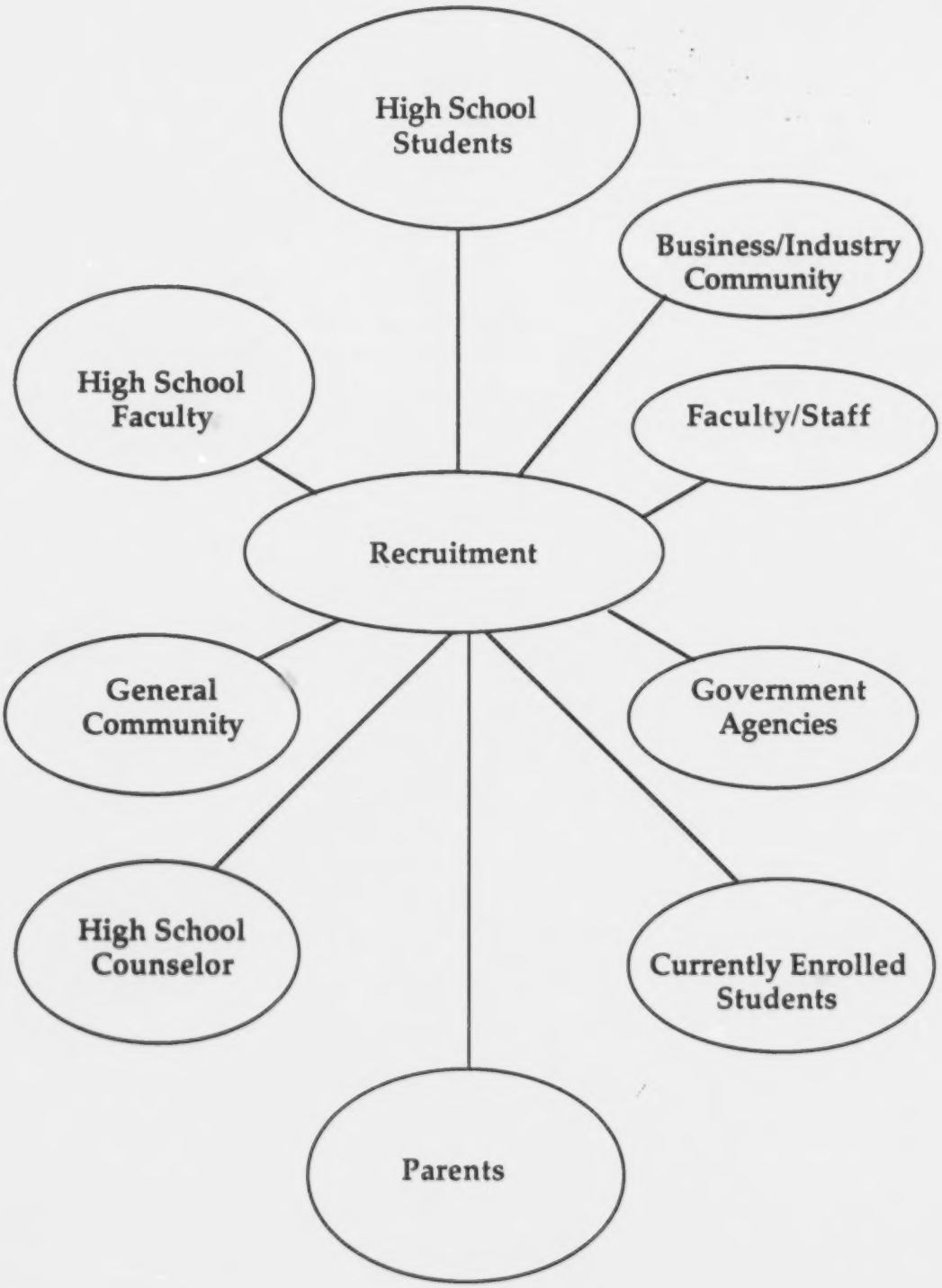

**Figure 3 *Marketing Publics*

THE ENROLLMENT PROCESS

The most common confusion created in marketing and enrollment management is publicity for registration when the real communication should be the enrollment process.

Students who follow an outlined enrollment process will feel they have gained needed information and that they are welcome to the institution. In *Figure 4*, there is outlined a process with the following elements to assist students:

- Application. All new/re-entry students file an application to maintain accurate demographic data.
- Assessment. All students should participate in an assessment of skills that may be used in course/program decisions. At the same time, students are provided an orientation to the college.
- Advisement. All students interact with Advisement staff (professional advisors, faculty, or academic advisors) to develop an Individual Educational Plan (IEP). After development of an IEP, the student in future semesters may attend group sessions for general assistance.
- Registration. All registration is by appointment for crowd control and within a 10-15 minute period moves the student through section selection and class reservation.
- Payment. All students either through financial aid or their own funds pay fees by a due date. If fees are not paid by the due date, then all classes are cancelled.

During the process outlined, all new/re-entry students follow a five step system and continuing students follow a three step system.

Surveys should be completed by students who follow the enrollment process every two years to obtain levels of satisfaction with the process and suggestions for change. Keep in mind you will never satisfy all people all the time.

Consideration should be given to development of satellites in academic departments to admit and enroll students. Faculty advisors could register students at the same time of advising them about an IEP. Efforts to transport the enrollment process to business/industry, local high schools, and government agencies should have a high priority.

ENROLLMENT PROCESS

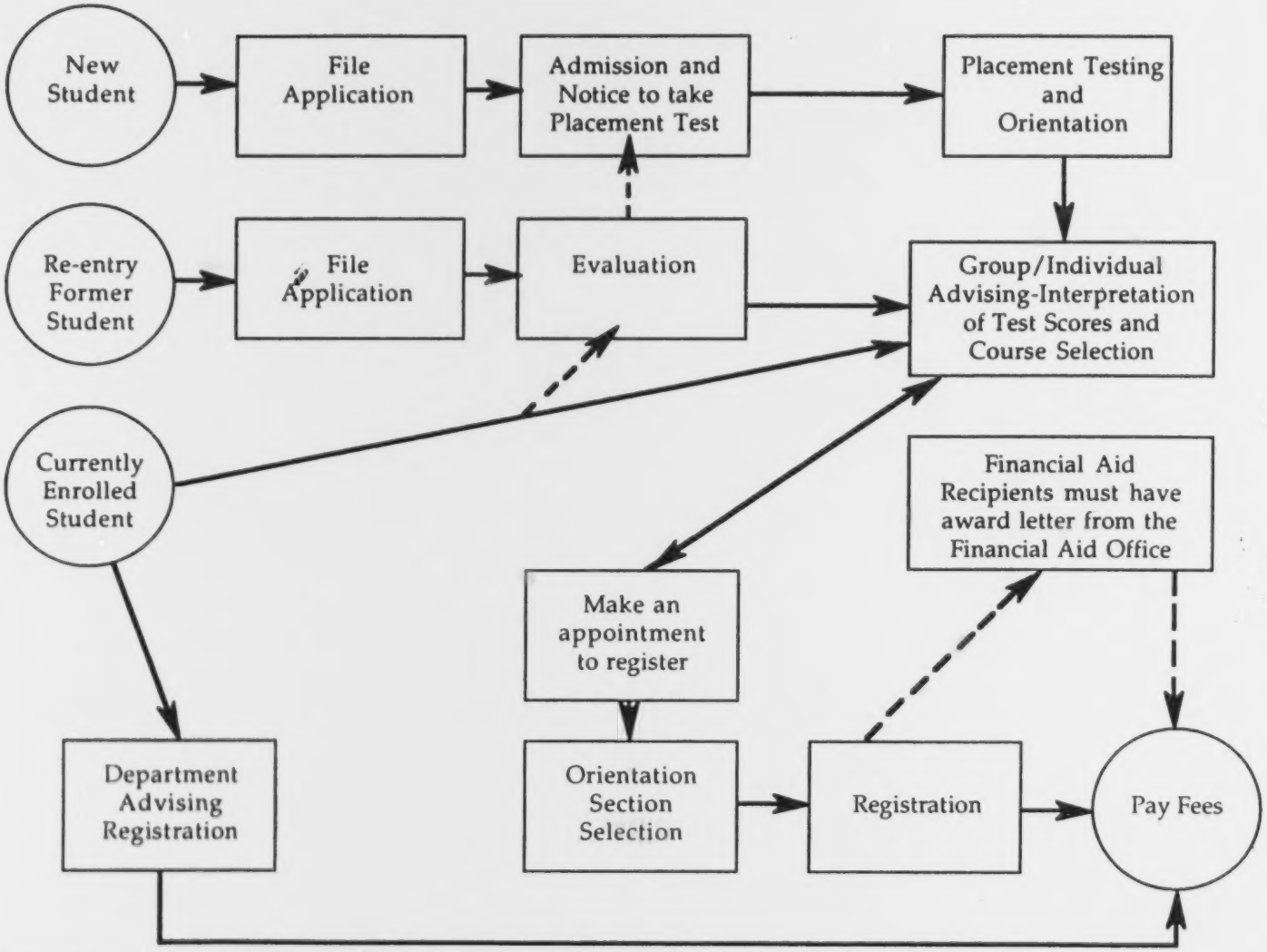

Figure 4 *Institutional Enrollment Process*

DEPARTMENT CHAIR'S ROLE IN ENROLLMENT MANAGEMENT

The academic department chair has a strategic role to perform in enrollment management. *Figure 5* provides some of the elements a Department Chair should operationally understand to make meaningful contributions.

- Recruitment/marketing
- Class schedule
- Registration
- Orientation
- Program evaluation/review
- Academic Support
- Retention

The department chair should encourage faculty as well as their own participation in the recruitment/marketing effort of the institution. They are the individuals who have the knowledge of the course/program content. Leaving vital questions to be answered by a third party can be risky. Direct participation in the creating and updating of institutional brochures/literature used in recruitment/marketing can be survival.

The college class schedule is vital for students to be able to follow a sequence of course offerings that lead to the degree of intent. The time matrix for course offerings can make or break a program. Courses should be offered at convenient times for students, not at the desire of the faculty. Department Chairs must be able to plan a minimum of one year in advance for the development of a class schedule. There is a strong need to communicate pre-requisite requirements for courses.

Registration as one element of the enrollment process should have involvement of the academic departments in assisting students to enroll. Satellite operations run with student services staff could be located in the department area for registration of students. Those who are brave could actually have faculty advisors not only trained in advisement but also to complete the task by enrolling the student.

The college orientation program provides an excellent opportunity to disseminate accurate information about the academic programs available for students. The departments should review and take an active part in the development of programs.

The academic programs offered should be evaluated/reviewed on a regular schedule for relevancy of contract, job market needs, transferability and equipment utilized for training. If indicators are not positive, then change/cancellation may be in order. A systematic approach to the development of new programs must be adopted.

The academic support elements that a Department Chair should coordinate are tutorial, technology labs, faculty advisement, counseling services, learning assistance center, etc. The support programs are most important in success of students completing programs and receiving degrees.

The retention of students to completion of programs is an effective new measure used in evaluating an institution. Academic departments should track students providing an early intervention system to help students complete and receive their degree, certificate, or transfer as completers.

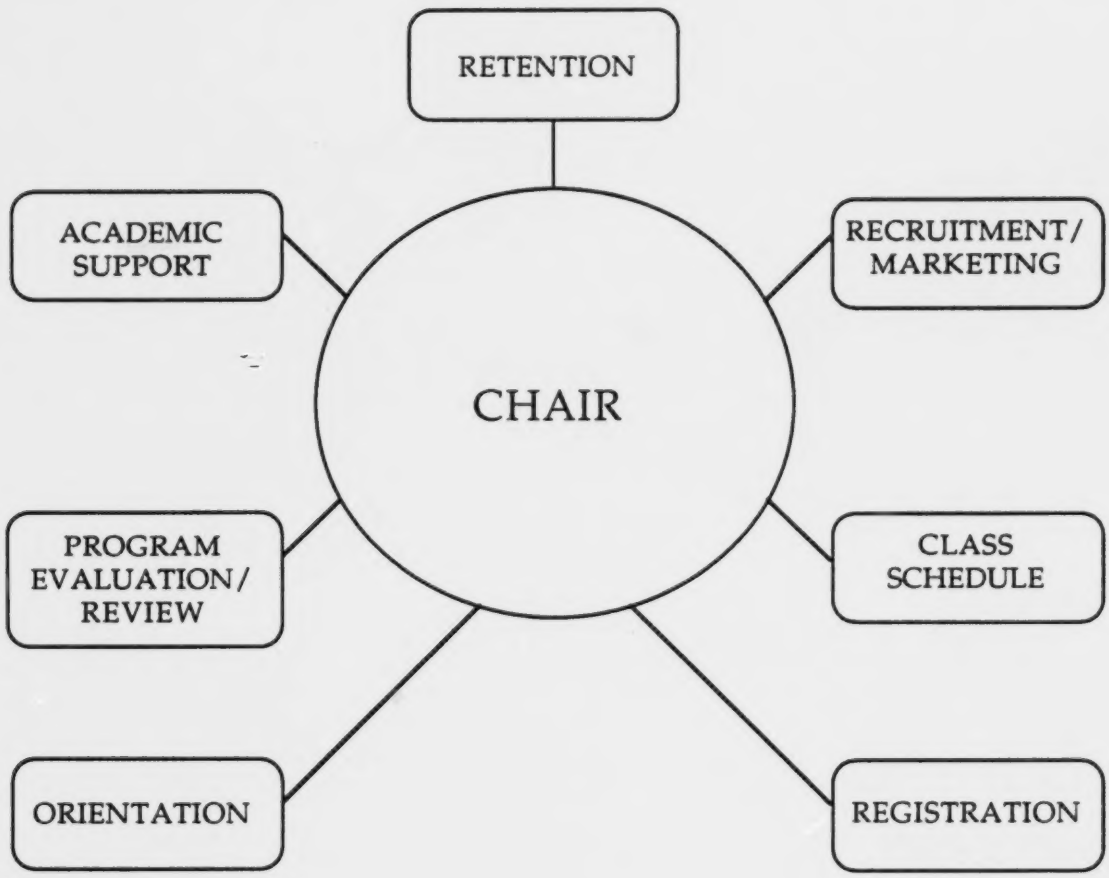

Figure 5 *Department Chair's Role in Enrollment Management*

SUGGESTED READING

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MESA COMMUNITY COLLEGE

Enrollment Management System

A Unit of
Maricopa County Community College District

August 1992

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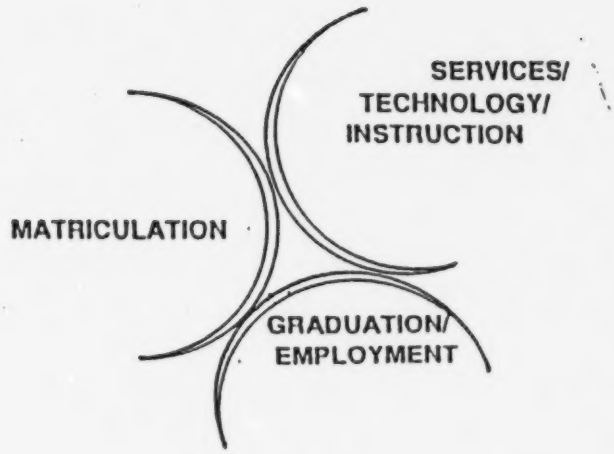


DELIVERY OF SERVICES
A PARTNERSHIP

Mesa Community College is a unit of the Maricopa Community College District with an "open door" admission policy. The College has the responsibility to guide the enrollment of students through recruitment, the admission process, assessment, orientation, advising, counseling, and academic standards. The success of students depends to some degree upon the level and quality of services available to them.

Historically, colleges in growth have not directed attention to the admission/recruitment role and function of the institution until there is a decline or stabilized student enrollment. In an effort to not join the historically many, the role/function of admission/recruitment has been defined as follows:

- In conjunction with campus staff, assist in the development and implementation of a recruitment plan;
- Efficiently admit students to the College and programs;
- Develop and maintain an effective relationship with local high schools, community agencies/organizations and business/industry;
- Establish appropriate reporting systems, and identification of student disabilities;
- Implement special admission procedures;
- Process Domicile Affidavits for residency;
- Efficiently evaluate transcripts for students with college academic work from other colleges;
- Process Credit by Examination and Credit by Evaluation applications.

Item A in the appendix provides the flow chart of functions as students move through a delivery system that assists them in matriculating in the College. We have three categories of students; those new to the College; Re-Entry (former) students, and the currently enrolled student.

New Students

All new students must file an application for admission. The application for admission is evaluated and proper data entered into the system. The student is notified of their admission status, requesting them to obtain an appointment time for assessment.

Assessment consists of the ACT (Asset Placement Test) for languge usage, reading and numerical skills. Assessment testing is computerized for scoring and conversion to course level recommendations in English, Reading and Math. Students have available the following schedule of sessions for assessment testing:

	Activity	Time
I.	Educational Planning Summary	15 minutes
II.	Basic Assessment	75 minutes
III.	Orientation/Score Interpretation	30 minutes
	TOTAL	120 minutes (2 hours)

Assessment Sessions

Session 1	8:00 a.m. - 10:00 a.m.
Session 2	11:00 a.m. - 1:00 p.m.
Session 3	2:00 p.m. - 4:00 p.m.
Session 4 (Monday - Thursday)	5:30 p.m. - 7:30 p.m.

After completion of the Basic Assessment, the student will be provided an orientation to College. Orientation to College consists of:

- Explanation of orientation and college catalog.
- Explanation of degrees/certificates.
- Review General Education requirements.
- College resources and services.
- Encouragement for selection of degree/major.
- Interpretation of placement test scores.
- Success behavior checklist.

When assessment scoring has been completed, the students are divided for individual advising or group advising by writing an "I" in the upper right hand corner of the score results printout for those students recommended for development courses and "G" in the upper right hand corner of the score results printout for those students recommended for college level courses without any developmental courses. The "I" represents individual advising, and the "G" represents group advising. Students recommended for developmental courses may need additional encouragement to enroll in the proper courses to be successful, and therefore, may need more individual attention. Students recommended for college level courses may not need as much individual attention and may be assisted in course selection through group advising.

Students are to secure an appointment for registration upon completion of advising, the Individual Educational Plan (Appendix, Item C) and Registration form (Appendix, Item D). When students appear for registration, there is an orientation room for students to view a short video on section selection, how to read a class schedule, closed/cancelled classes, the grading system, adding/dropping classes, the refund policy, and, generally, answer any questions about the College. The orientation room would be staffed with Peer Advisors to assist students with development of their class schedule time matrix and provide general information about the registration/payment process.

During the first semester of attendance, all new students need to be provided additional advisement along with the further development of an Individual Educational Plan that leads to a schedule for completion of the student's educational goal. Thereafter, each semester advisors will work with the student to update, make modifications to meet particular needs, to change major area or direction of the educational goal.

New students to college and who have previously attended other institutions or higher education could be encouraged to have all academic credentials submitted to the Office of Admissions. All students admitted and who have academic credentials on file should have them evaluated as part of the admissions process, with the date entered on the system for use by the advisor and inclusion in the MAPS effort for advising.

Academic credentials received for all students at the Office of Admissions should be evaluated for the transfer of courses with the data properly entered into the students' computer file. This effort will provide the student and advisor with essential information to develop or modify the Individual Education Plan.

Re-Entry (Former) Students

The re-entry (former) student must complete an application for admission in the Office of Admissions to update demographic data and for evaluation as to assessment needs. All students are provided a letter of admission directing them to take the assessment test or to call for an individual or group advising session.

The re-entry (former) student would follow the same procedures as new students after assessment and advisement. During the first semester of return attendance, the re-entry student will have an opportunity to be advised for the purpose of developing an Individual Education Plan and, thereafter, each semester have an opportunity to update, modify or change their educational goals.

Currently Enrolled Students

Students currently enrolled will be encouraged to see an appropriate faculty advisor or counselor in the advisement system to develop or review their Individual Education Plan.

Undecided

Students who are identified as "Undecided" need to be provided additional services to assist them in the career decision making process. The Office of Career Planning and Placement each semester will invite all undecided students to career assessment workshops/seminars assisting them through career assessment instruments, video presentations and literature to develop a sense of direction with their educational goals.

Assessment and Special Services

The College recognizes the need for assessment of student's abilities and skills for placement purposes; at the same time, assist students in the identification of special services they may require to pursue their educational goal. All new students are required to take appropriate placement testing.

The role/function of Assessment and Special Services may be, but not limited to, the following:

- Administer appropriate placement testing to individuals referred and required by College policy to obtain assessment in certain discipline areas;
- Administer appropriate specialized testing for students with special needs;
- Provide an orientation to College for new students, international students, and disabled students;
- Assist faculty in the administering of occasional make-up testing;
- Administer standardized testing for external agencies that are approved by the College;
- Administer assessment instruments to students that are referred by departments for ability assessment, interest assessment, and personality assessment;
- Administer assessment instruments to the student in need of special services.

ACADEMIC ADVISEMENT

Academic advising at Mesa Community College is an integral part of the College mission to prepare people for life-long learning activities. Academic advising is an opportunity to merge the students' goals, program choices, social development and education to the rest of life. The advising process influences educational and personal growth; at the same time, assists students in adjustment to the college community and the society in general.

A key element in the academic advising process is to allow the student to clarify educational goals, plan educational programs consistent with strengths, interests, abilities and goals, become informed about policies and requirements, and to ulitize the resources of Mesa Community College. Academic advising is a development and student-centered activity. In addition, an important element of academic advising is to provide multiculturalism opportunities for all students. The role/function of academic advising may involve the following:

- Provide an atmosphere to foster exploration, self-awareness, and self-evaluation in a friendly, open environment that allows students individual identity;
- Assist the student in development of an Individual Education Plan;
- Provide multiculturalism awareness through programming in cooperation with other areas of student services;
- Interpret assessment testing and placement in coursework to enhance success in the student's goals;
- Provide a variety of advising opportunities and models to meet the needs of a diverse population through the development of workshops, seminars, classes and/or group meetings;
- Provide academic advisor training and staff development along with the Counseling Department for advisors in the center and clusters;

- Develop/Implement direction for the undecided student, along with Career Planning, Placement and Re-Entry Services;
- Advise all new students to the College.

Responsibilities of Advisors

- Provide students with correct, up-to-date academic information about Mesa Community College programs, requirements, policies and procedures.
- Assist the student in development of an Individual Education Plan and encourage a continual review of progress the student is making toward accomplishment of the plan.
- Assist students when they are not achieving their goals and identify activities to help correct any difficulties.
- Refer students, as needed, to other persons and services with follow-up to assist resolution of referral needs.
- Interpret the assessment testing results, providing the student with information about the alternatives, limitations and any possible consequences of academic decisions.
- Encourage students to become self-directing, reinforcing students in their successes.
- Assist students in value clarification, gaining an understanding of their abilities, interests and limitations.
- The advisor should review, verify and sign the student's application for graduation.

Characteristics of a good Advisor

- o Is personally and professionally interested in being an advisor.
- o Listens constructively, attempting to hear all aspects of students' expressed problems.
- o Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him/her.
- o Knows college policy and practice in sufficient detail to provide students with accurate, usable information.
- o Refers students to other sources of information and assistance when referral seems to be the best, student-centered response to be made.
- o Attempts to understand student concerns from a student point of view.
- o Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
- o Shares advising skills with working colleagues who also are actively involved with advising.
- o Continually attempts to improve both the style and substance of advising role.
- o Willingly and actively participates in advisor-training programs, both initial and in-service.

Item B in the Appendix shows the coordinated effort for advising, counseling and registration of students. The role and function of each delivery unit remains the same in the Advisement Center, Counseling Center and the decentralized model. The Advisement Center will have delivery units functioning with Program Advisors, General Faculty Advisors and Counselors. The Counseling Center will function as a centralized counseling unit and coordinate the role/function of each counselor assigned to the decentralized cluster. The counselor assigned to the clusters will provide advising training for faculty advisors and maintain the general role/function of counseling.

The following is the role/function of the Advisement Center:

- o Provide training along with the counselor for faculty advisors in the clusters.
- o Advise all new students to the College.
- o Develop/Implement along with the Office of Career Planning and Placement direction for the undecided student.
- o Coordinate assessment placement testing.
- o Coordinate the effort to the Monitor Academic Progress System (MAPS).
- o Coordinate transfer information with other institutions of higher education and dissemination to the clusters.
- o Provide a continual staff development effort for Program Advisors and General Advisors in the Advisement Center.
- o Establish appropriate reporting systems.

Faculty Advisors (Clusters)

The current policy provides for 15 hours a week of classroom teaching: 10 hours a week for preparation and 5 hours a week for office hours. The faculty could be encouraged to utilize the 5 hours a week of office hour time to advise students.

The faculty participating in the advising program need to be provided an extensive training program. Faculty are divided into clusters.

Academic advising will be offered by all full-time faculty to students in an instructional program/degree within the faculty members' academic cluster. In addition, the faculty member will provide:

- Assistance with the continuation of an Individual Education Plan for students to reach their educational objective.
- Information about career/job possibilities resulting from coursework or program completion.
- Refer students for services needed in counseling, tutoring and/or educational assessment.
- Exit interview with students graduating or leaving college.
- At least one academic advising session for each student in either a group or on an individual basis each semester.

General Advisors

General Advisors in the Advisement Center will have the following role/function in the delivery system:

- Provide academic advising on an individual basis or in a group session in all curriculum areas.
- Assist students in development of an Individual Education Plan.
- Refer students for services needed in counseling, tutoring and educational assessment.
- Interpret assessment results for students.
- Assist in transfer information dissemination.

Program Advisors

The paraprofessional advising staff (Program Advisors) may be graduate students, trained individuals in student development, and/or career development. Some of the elements of a paraprofessional advising program are:

- Relates well to students
- Willingness to assist faculty/professional advisors
- Assist in course selection
- Referral assistance for support services.

Peer Advisors

A Peer Advising Program consists of selected students trained to provide assistance to other students as advisor helpers. Peer Advisors will:

- Assist in completion of forms
- Selection of class sections for a time matrix
- Provide referral assistance for other support services
- Relate to students the instituitonal policies, procedures, requirements and programs.

Self Advisement

Students should be encouraged to move in the direction of self-advisement with training to develop the skills needed for self-advisement. There are a number of students who have a specific course or set of courses in mind to reach their specific goal and, therefore, may self-advise.

Computer Advisement

The MAPS System provides an opportunity for students to look at program requirements in relation to academic work completed. Providing accurate information has been programmed into the system, it will assist in reducing some errors. The system is less expensive and is a good tool for graduation evaluation. The system is adaptable to any advising delivery system the institution has in place.

As students progress through the College and near graduation (40 hours or more), the advisor should assist the student in completion of the application for graduation and, with the use of MAPS, provide direction in completing graduation requirements. This will assist the student in advance and not have issues/problems the last semester before graduation. At the same time, the graduation application should be signed by a representative of Career Planning and Placement so an effort may be made to assist the student in advance and not have issues/problems the last semester before graduation. At the same time, the graduation application should be signed by a representative of Career Planning and Placement so an effort may be made to assist the student in securing employment upon graduation, collect information for follow-up in one year, three years and five years, and possibly develop a credential file for the student.

Counseling and Multicultural Services

The Counseling and Multicultural Services Department, staffed with counselors and psychologists, is an integral component of the student services network and fosters the opportunity for students to take advantage of comprehensive services geared to allow them to confidentially discuss concerns and move toward resolution. This is carried out by helping the student learn how to make responsible, intelligent decisions about improving interpersonal relationships, recognizing their individual worth and setting personal academic and career goals that enable them to maximize their potential.

Counseling and Multicultural Services provide support and services to students and instructional faculty to enhance student retention. The range of services provided are geared at helping students resolve those issues which are impeding their academic success whether they are personal or academic issues.

The role/function of the Counselor, in both the Counseling Center and the cluster assignment, is as follows:

- Assist students with individual problems that interfere with classroom performance;
- Provide academic advising for students;
- Provide programming for awareness of multi-culturalism in conjunction with other departments in Student Services;
- Facilitate discussions to effectively balance the diverse roles of student, parent, spouse, and employee;
- Intervene in student crisis situations;
- Instruct classes that enable students to manage stress, test anxiety, develop self-confidence, become more assertive and explore careers as well as new horizons;
- Instruct Student Success Orientation classes;

Counseling and Multicultural Services (continued)

- Assist in the coordination of efforts for multiculturalism, career planning, advisement and re-entry services with instructional and student services departments;
- Conduct group advising, counseling, and orientation sessions.
- Assignment to a cluster to provide training and continuous assistance to faculty in the academic advising effort;
- Retention;
- Linkage with Business and Industry to assist employees to gain and update necessary skills to meet employment requirements, advise on classes that would meet educational goals and re-careering;
- Organize, participate and keep abreast of current mental health issues, seminars and organizations;
- Maintain contact with state and federal government agencies regarding student concerns. Assist in setting up appropriate educational degrees.
- Help students clarify educational/vocational and career goals.
- Provide for the administration and interpretation of interest, vocational, aptitude and personality tests for students.
- Engage in staff development and professional growth activities. Such activities include, but are not limited to, staff meetings, attendance and participation in local, state and national conferences, etc.
- Work with transfer students and four-year institutions of higher learning. Maintain up-to-date course equivalency information for transfer students as well as visit, plan and host such institutions on our campus.

- Act as liaison between instructional departments, enabling Counselors to keep abreast of changes in departmental policies that could affect student advisement and counseling. This may include attendance at departmental meetings, etc.
- Participate in faculty governance through support or election to the Faculty Association.
- Advise undecided probationary and suspended students.
- Promote communication among students, faculty and other college personnel.
- Act as official evaluators of transcripts for advisement and graduation purposes.
- Assist the Financial Aid Committee with their student appeals process.
- Train all staff who work in the advising process.
- Provide instructional departments with general education requirements when requested, thus enabling them to provide complete advisement plans for their students.
- Prepare professional materials such as handbooks, classroom texts, grant proposals, etc.
- Train program and peer advisors.
- Provide consultation to college personnel for student-related issues.
- Participate in committee and council memberships, curriculum development, and in-service training activities.
- Co-teach classes with individual faculty, when appropriate.
- Serve as a resource to faculty and program advisors.
- Act as campus student organization advisors.

Ultimately, the Counseling Department's goal is to provide the following tools to allow students to become self-motivating, to successfully compete in institutions of higher learning and in business/industry, and to become productive citizens in a changing, global society.

- Personal/Individual counseling
- Academic Advisement
- Teaching of classes
- Career and life planning
- University transfer services
- Workshops and seminars
- Engage in professional growth activities
- Identification of student disabilities and proper referral.
- Promote student retention through direct intervention efforts with student on probation or suspension.
- Maintain strong links with advisement process by training advising center staff and any faculty who do advisement.
- Provide pilot project with at-risk teenage students on a two plus two model which identifies students at the junior high or high school, provides on-going support through career and academic planning and necessary student success skills; maintains support to student and track them through completion of Associate degree.

Office of Records/Registration

The matriculation has, as an essential element, the registration of students for enrollment into the College. The registration system will be decentralized, and each cluster will provide the services for registration of students into the College. The entire role/function of the Office of Records/Registration is provided in the Appendix (Item F).

- Maintain an effective system of registration.
- Maintain an accurate academic history for each student.
- Maintain an efficient records retention program.
- Maintain liaison with appropriate local, state and national agencies and professional organizations.
- Establish an appropriate reporting system.
- Assist in development and implementation of cross-college collaboration efforts.
- Maintain effective communication with the College community.

Career Planning/Job Placement and Re-Entry Services

Career Planning/Job Placement and Re-Entry Service activities are intricately linked to our College mission to increase student retention and success, as well as, maintain business and industry relationships. A major focus of the center is to provide entry and exit services which include: career assessment and academic advising, career education resources for developmental decision-making and labor market information.

Role and Function

1. To provide academic advisement for re-entry students.
2. To provide career planning as a life long process.
3. To assist students in determining career objectives.
4. To provide job search services and skills to assist students in seeking, acquiring, and maintaining employment.
5. To articulate career planning/job placement services to College and community.
6. To communicate business and industry employment needs to students and College personnel.
7. To establish and maintain frequent personal contact with business and industry personnel.

Services to Students and Community

* Career and re-careering advisement
* Career resource library
* Coordinate career/re-entry workshops and lecture series
* Occupational education and training information
* Career planning lectures to classes, special groups and community agencies
* Computerized Guidance Information System (GIS)
* Discover (computerized career decision making service)
* Part-time and full-time job referrals
* Resume writing workshops & Resume Expert computerized program
* On campus employment recruiting
* Salary statistics
* Annual Career Fiesta
* Job hunting information
* Job placement assistance for those earning certificates and/or occupational program graduates
* Process on campus student tax budget work placement
* Credentialing Service
* Job Support Group
* Food Share
* Coordinates clerical block program

Student Financial Services

The Office of Student Financial Services provides an opportunity for students to have access to higher education, though limited, through the delivery of financial assistance. The program available are a mix of grants, loans, and scholarships from local, state, and federal sources.

The role and function may be defined as follows:

- Assist students, parents, high school counselors and community agency personnel understand the financial aid process, deadlines and available programs.
- Ensure financial aid is provided to students in accordance with local, state, and federal regulations.
- Offer services assisting in the areas of financial aid application workshops, budgeting workshops, and loan counseling workshops.
- Continually pursue simplifying the application for financial aid process, ensuring greater access to needed assistance.
- Develop the concept of student development within our students.
- Work with outside entities/agencies in assuring a smooth transition and cooperative effort for the welfare of the student.
- Work cooperatively with other campuses, district office and staff in functions relating to the processing and delivery of financial aid to students.
- Encourage local, state, and federal officials to promote actions (regulations) which will enhance financial aid programs and access to those programs.
- Provide information regarding the latest, up-to-date financial aid information/regulations.

Veteran Affairs

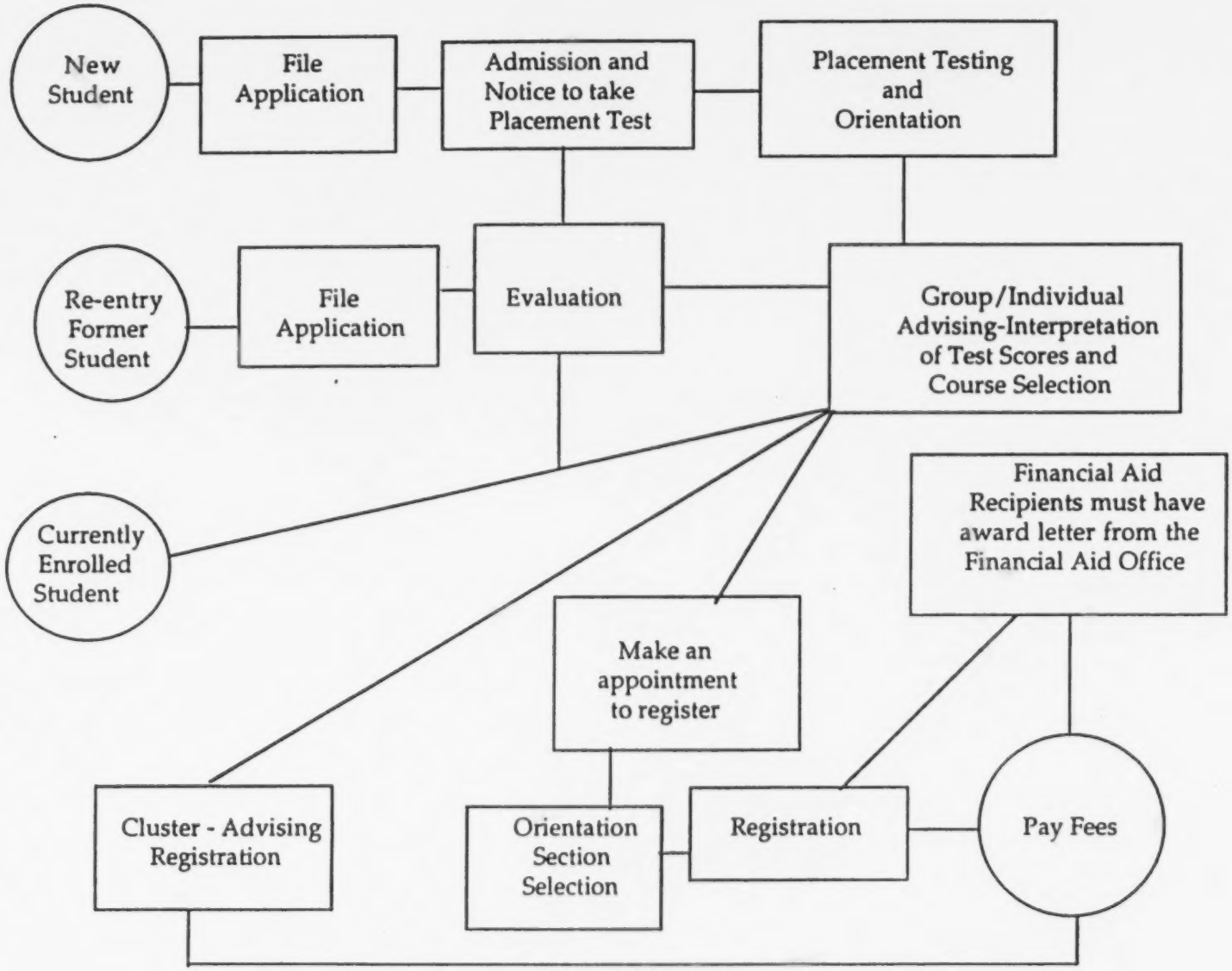
The Office of Veteran Affairs has the mission to facilitate access for veterans to college with assistance in processing benefits, reports and program development. There is a responsibility to guide the veteran student through the process of admission, assessment, advisement, registration and to graduation with job entry in Career Planning and Placement.

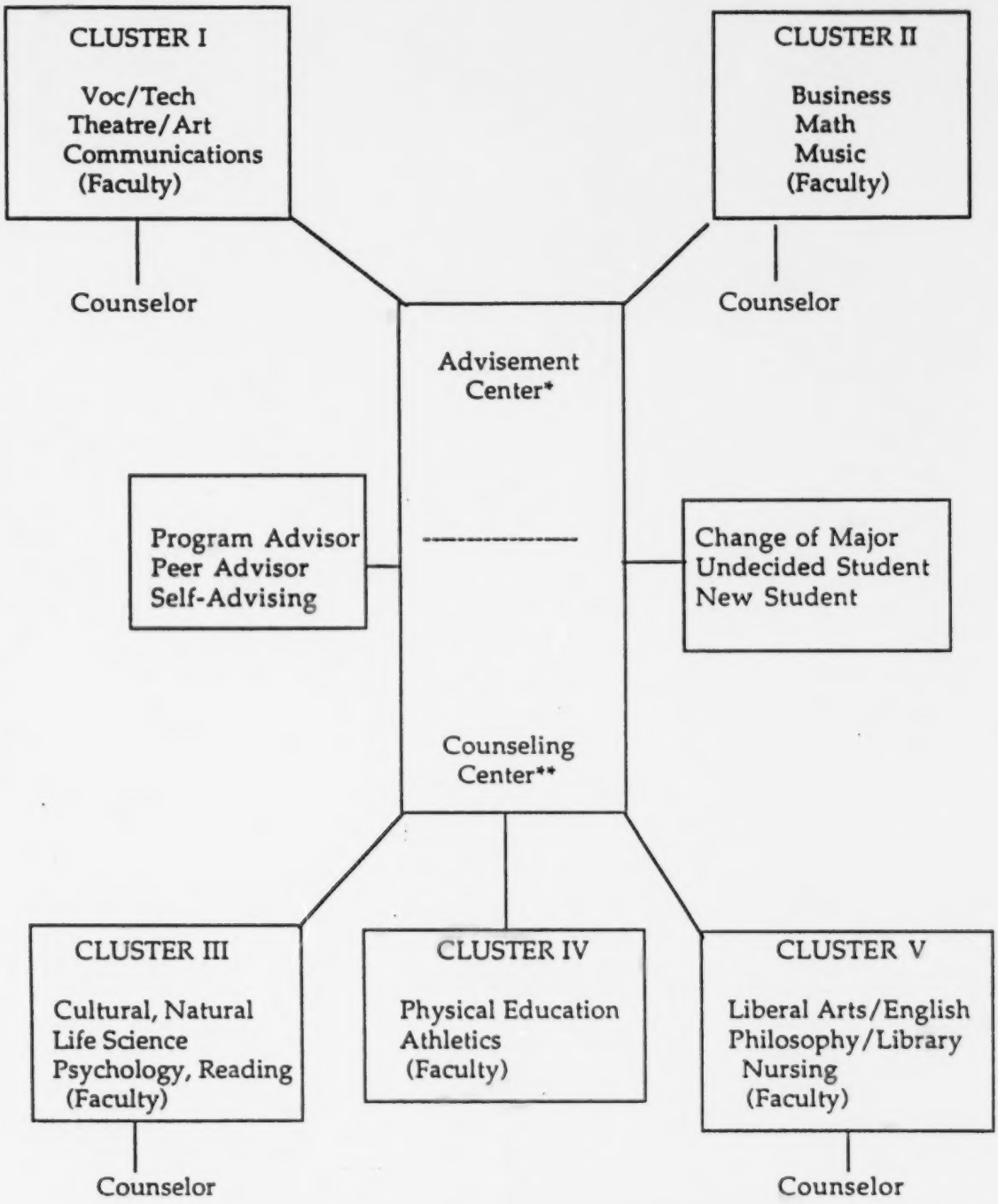
The role and function is defined as follows:

- To identify students and potential students who are members of groups with inherent needs for unique support services.
- To assist the student in understanding the institution and/or government or sponsoring agency's policies and procedures related to the academic program.
- Within the context of the facilitating relationship, to provide an individual analysis of each student's special needs.
- To develop a plan for the provision of those services necessary to enable each student to achieve his/her academic, occupational or personal objectives.
- To arrange, advocate for, or coordinate the acquisition and provision of necessary support services, both on and off campus.
- To monitor, track, and keep required records of student progress, and perform ongoing assessment of program effectiveness.

Appendix

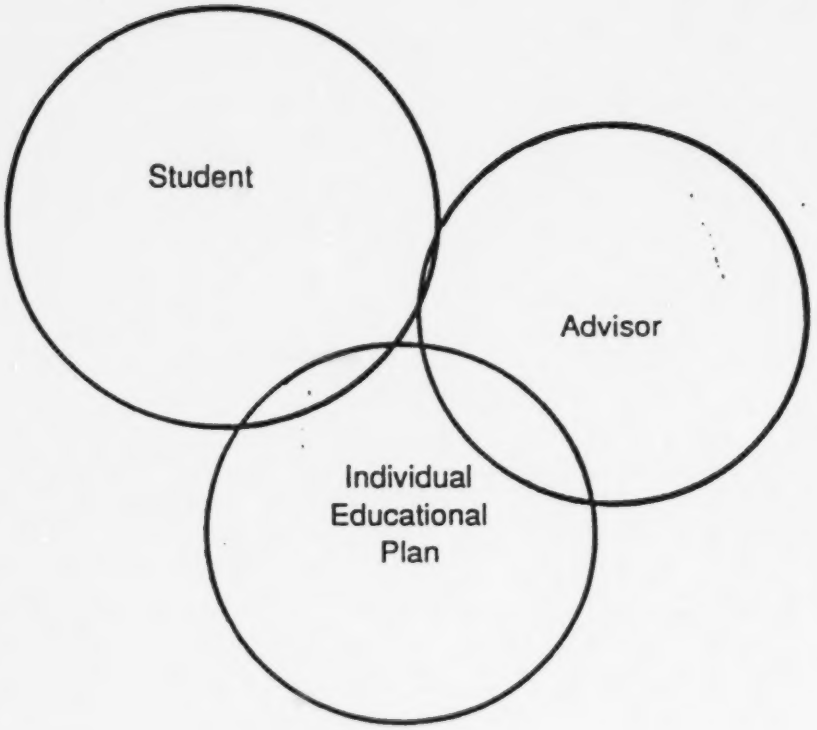
Item A
Enrollment Process





* Advisement Center coordinates the advisement functions for training, integration into the College community and provides accountability.

** Counseling Center coordinates the role/functions of Counseling and the Counseling Center.



PLANNING FOR SUCCESS -
A PARTNERSHIP

A.A./ A.G.S. UNOFFICIAL ADVISEMENT CHECK SHEET

Mesa Community College
1833 West Southern Avenue
Mesa, Arizona 85202
(602) 461-7000

Program _____

Catalog Year _____ **(Advised From)**

A.A. _____ **(64 Crs.)**

A. G. S. _____ **(64 Crs.)**

Name: _____

I. GENERAL EDUCATION CORE (13 CREDITS)*

	CRS.	GRADE
Writing (3 Crs.) Choose one: Eng. 101 or Eng. 105** or Eng. 107 **Students taking 105 must take additional 3 credit ENH class.	____	____
Oral Communication (3 Crs.) Choose one: Com. 100, Com. 110, Com. 225 or Com. 230	____	____
Reading (3 Crs.) Rdg. 101, equivalent or test exempt through assessment	____	____
Mathematics (3 Crs.) Mat 124, Mat 129 or above or Mat 104 (AGS only	____	____
Computer Usage (1 Cr.) CIS, BPC or any approved computer usage course	____	____

II. GENERAL ED. DIST. (31 - 34 credits)*

Writing with Research (3 Crs.) Choose one: Eng. 102, Eng. 105**, or Eng. 108 **Students taking 105 must take addtitional 3 credit ENH class.	____	____
Physical Well Being (2 Crs.) _____	____	____
_____	____	____
Humanities (9 Crs.) _____	____	____
_____	____	____
_____	____	____

Social-Behavioral Science (9 Crs.)	CRS.	GRADE
_____	____	____
_____	____	____
_____	____	____
Natural Science (7 - 8 Crs.) At least one must include a lab.		
_____	____	____
_____	____	____
_____	____	____
_____	____	____
Capstone Course (3 Crs.)		
_____	____	____

III. MAJOR (Curriculum Area)

_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

IV. ELECTIVES

_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

*Refer to the complete A.A./A.G.S. degree requirements listed in the Mesa Community College general catalog by the year from which advised. Particular attention should be paid to course limitations for elective courses for either degree.

_____ / _____ _____

Advisor's Signature and I.D. Number **Date**

I. GENERAL EDUCATION CORE (13 Crs.)

Writing (3 crs.)
ENG 101, 105** or 107 at "C" level or above.
**Students taking 105 must take additional 3 credit ENH class.

Oral Communication (3 crs.)
COM 100, 110, 225 or 230 at "C" level or above.

Critical Reading (3 crs.)
RDG 101 at "C" level or above.

Mathematical Reasoning (3 crs.)
MAT 104, (A.G.S. Degree). MAT 124, 129, 155 or higher (A.A. Degree). All at "C" level or above.

Computer Usage (1 cr.)
CIS 104, BPC 101, ACC 115 or ANY of the approved courses listed in the general catalog.

II. GENERAL EDUCATION DISTRIBUTION (31 - 34 Crs.)

No more than two courses from a single prefix may be used to complete the Distribution requirement in Humanities, Natural Science and Social & Behavioral Sciences.

Writing W/ Research (3 crs.) choose from the following courses:
ENG 102, 105** OR 108
**Students taking 105 must take additional 3 credit ENH class.

Physical Well-Being (2 crs.) choose form the following courses:
CPD 102AH or 102AR
FON 140BD or 141
HES 100, 152, 201, 203 or 271
PED 101, 102, 115, 120AA-AF, 201, 202 or 287
REC 150AA, 150AB or 160
See general catalog for complete list.

Humanities (9 crs.) choose from the following courses:

ARH	Any Art Humanities course
CHI	Chinese 101 or 102*
ENG	English 213
ENH	Any English Humanities course
FRE	French 101, 102, 201 or 202*
GER	German 101, 102, 201 or 202*
HUM	Any Humanities course
ITA	Italian 101 or 102*
JPN	Japanese 101 or 102*
LAT	Latin 101 or 102*
MHL	Music: History/Lecture 141, 142 or 145
PHI	Any Philosophy course EXCEPT PHI 102, 113, or 233AA-AB
REL	Any Religious Studies course
SPA	Spanish 101, 102, 201 or 202*
THE	Theatre 111, 122 or 205

* If a foreign language course is selected for this category, the student is **strongly encouraged** to select at least one more course in the same language. Although two foreign language courses may be applied toward the Humanities requirement, students who select two courses in foreign languages must also select another course from the above list which is **not** a foreign language course to complete the Humanities requirement.

Natural Science (7 - 8 crs.) must include **one** lab. Choose from the following courses:

ASM Anthropology (Science/Math) 101
BIO Biology 100, 105, 109, 110, 149AA-AH, 181, 182, 184, 193, 201*, 202* or 205*
CHM Chemistry 130, 130LL, 151, 151LL or higher
GLG Any Geology Course
GPH Physical Geography (Science/Math) 111, 210, 211 or 212
PHS Physical Science 101, 102 or 110
PHY Physics 101, 111, 112, 115 or 116
AST Astronomy 107, 108, 111 or 112

* Mesa Community College approved.

Social & Behavioral Sciences (9 crs.) Choose from the following courses.

ASB Anthropology 100, 102, 110 or 245
CFS Child/Family Studies 157 or 176
ECN Any Economics course EXCEPT ECN 204
FUS Future Studies 101 or 105
GCU Cultural Geography (Social & Behavioral) 121,122, 141, 221 or 253
HIS Any History course
PHI Philosophy 243
POS Any Political Science course EXCEPT POS 201
PSY Psychology 101, 123, 125, 140, 150, 215, 240, 250, 260 or 266
REL Religious Studies 243
SOC Any Sociology course EXCEPT SOC 120 or 242

Capstone Course* (3 Crs.) Choose from the following courses:

IGS Integrated Studies 290, 290AA or 290AB

III. ELECTIVES - 17 Crs. Minimum

A student must complete a minimum of 17 credit hours in courses numbered 100 or above and may select courses from prefixes already chosen for general education distribution requirements in order to develop depth in one or more areas.

NOTE: Mesa Community College (MCC) is a unit of the Maricopa Community College District (MCCD). This check sheet along with the **degree requirements pertain only to MCC.** If transferring from another MCCD institution, refer to the MCC general catalog.

(Over)

INDIVIDUAL EDUCATION PLAN

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

COMMENTS: _____

_____

A.A.S. UNOFFICIAL ADVISEMENT CHECK SHEET

Mesa Community College
1833 West Southern Avenue
Mesa, Arizona 85202
(602) 461-7000

Catalog Year_____
(Advised From)

A.A.S. _____
(64 Crs. or More)*

Name:_____

I. GENERAL EDUCATION CORE (13 CREDITS)*

	CRS.	GRADE
Writing (3 Crs.) Choose one: Eng. 101 or Eng 105 or Eng. 107	____	____
Oral Communication (3 Crs.) Choose one: Com. 100, Com. 110, Com. 225 or Com. 230	____	____
Reading (3 Crs.) Rdg. 101 or equivalent, or test exempt through assessement	____	____
Mathematics (3 Crs.) Mat 104, Mat 124 or Mat 129 or above	____	____
Computer Usage (1 Cr.) CIS, BPC or any approved computer usage course	____	____

II. GENERAL ED. DIST. (15 credits)*

	CRS.	GRADE
Writing with Research (3 Crs.) Choose one: Eng. 102, Eng. 105, Eng. 108, or Eng. 111	____	____
Physical Well Being (2 Crs.)		
_____	____	____
_____	____	____
Humanities (2 - 3 Crs.)		
_____	____	____
_____	____	____

Social–Behavioral Science (3 Crs.)	CRS.	GRADE
_____	____	____
_____	____	____
Natural Science (4 Crs.)		
_____	____	____
_____	____	____

III. MAJOR (Curriculum Area)*

-required courses-

_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

IV. RESTRICTED ELECTIVES*

_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

V. ELECTIVES*

_____	____	____
_____	____	____
_____	____	____
_____	____	____

*Refer to the complete A.A.S. degree requirements listed in the Mesa Community College general catalog by the year from which advised. At least 12 semester credits in the specified curriculum or area of emphasis for the degree must be earned at the college awarding the degree.

_____ / _____ _____

Advisor's Signature and I.D. Number **Date**

I. GENERAL EDUCATION CORE (13 Crs.)

Writing (3 crs.)
ENG 101, 105 or 107 at "C" level or above.

Oral Communication (3 crs.)
COM 100, 110, 225 or 230 at "C" level or above.

Critical Reading (3crs.)
RDG 101 at "C" level or above, or equivalent as indicated by assessment.

Mathematical Reasoning (3 crs.)
MAT 104, 124, 129, 155 or higher at the "C" level or above, or equivalent as indicated in a specific A.A.S. program.

Computer Usage (1 cr.)
CIS 104, BPC 101, ACC 115 or ANY of the approved courses listed in the general catalog.

II. GENERAL EDUCATION DISTRIBUTION (15 Crs.)

Students receiving an A.A.S. Degree from Mesa Community College must complete 15 credit hours in the five General Education Distribution areas listed below.

Writing W/Research (3 crs.) choose from the following courses:
ENG 102, 105, 108, 111 or 113.

Physical Well-Being (2 crs.) choose from the following courses:
CPD 102AH or 102AR
FON 140BD or 141
HES 100, 152, 201, 203 or 271
PED 101, 102, 115, 120AA-AF, 201, 202, or 287
REC 150AA, 150AB or 160
See general catalog for complete list (page 47).

Humanities (2 - 3 crs.) choose from the following courses:

ARH	Any Art Humanities course
CHI	Chinese 101 or 102*
ENG	English 213
ENH	Any English Humanities course
FRE	French 101, 102, 201, 202, 215 or 216*
GER	German 101, 102, 201 or 202*
HUM	Any Humanities course
ITA	Italian 101, 102, 201 or 202*
JPN	Japanese 101 or 102*
LAT	Latin 101 or 102*
MHL	Music: History/Lecture 141, 142 or 145
PHI	Any Philosophy course EXCEPT PHI 102, 113 or 233AA-AB
REL	Any Religious Studies course
SPA	Spanish 101, 102, 201 or 202*
THE	Theatre 111, 122 or 205

Natural Science (4 crs.) must complete one course with lab. Choose from the following courses:

AST Astronomy 107, 108, 111 or 112
BIO Biology 100, 105, 109, 110, 149AA-AH, 181, 182, 184, 193, 201*, 202* or 205*
CHM Chemistry 130, 130LL, 151, 151LL or higher
GLG Any Geology course
PHS Physical Science 101, 102 or 110
PHY Physics 101, 111, 112, 115 or 116

* Mesa Community College approved.

Social & Behavioral Sciences (3 crs.) Choose from the following courses.

ASB Anthropology 100, 102, 110 or 245
CFS Child/Family Studies 157 or 176
ECN Any Economics course EXCEPT ECN 204
FUS Future Studies 101 or 105
GCU Cultural Geography (Social & Behavioral) 121,122, 141, 221 or 253
HIS Any History course
PHI Philosophy 243
POS Any Political Science course EXCEPT POS 201
PSY Psychology 101, 123, 125, 140, 150, 215, 240, 250, 260 or 266
REL Religious Studies 243
SOC Any Sociology course EXCEPT SOC 120 or 242

Associate of Applied Science

The Associate of Applied Science (A. A. S.) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program presented in the college catalog. An A. A. S. degree requires 64 or more credit hours numbered 100 or higher and includes credits or the equivalent in the General Education Core and credits in the Distribution area. Students should consult the general catalog to determine specific program requirements.

III. MAJOR (Curriculum Area) REQUIRED COURSES - see program.

Please refer to the general catalog to determine the restricted electives for each A. A. S. program/major.

IV. ELECTIVES - see program.

Please refer to the general catalog to determine the restricted electives for each A. A. S. program/major.

NOTE: Mesa Community College (MCC) is a unit of the Maricopa Community College District (MCCD). This check sheet along with the **degree requirements pertain only to MCC.** If transferring from another MCCD institution, refer to the MCC general catalog.

(Over)

INDIVIDUAL EDUCATION PLAN

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

Semester/Year	CR	GR

COMMENTS: _____

_____

REGISTRATION APPOINTMENT

DATE _____

TIME _____

MESA COMMUNITY COLLEGE
STUDENT ADVISEMENT/ REGISTRATION FORM

SEMESTER _____

Planned Degree _____
(A.A., A.G.S., A.A.S.)

CURRICULUM AREA _____

Student Identifier (SSN) _____

Last Name _____ First _____ Middle _____

Please print clearly and complete all information requested. This form must be signed before it can be processed in the registration area.

Advisor's Initials		Subject Code	Section Number	Course Name	Credit Hours	Time of Date Class Meets					Advisor's Comments
Yes	No					M	T	W	R	F	
GP		ENG101	1890	FRESHMAN ENGLISH	3	7:30 9:20		7:30 9:20		7:30 9:20	Prerequisite in Progress GP

SAMPLE

Mesa Community College currently enrolled students may register for English, Math & Reading courses for which a prerequisite if IN PROGRESS. Registration in these classes will be cancelled if prerequisites are not satisfied, and that space will NOT be reserved for students needing to repeat prerequisite.

ALTERNATE CLASSES:

Advisor/Number _____ / _____ Date

I have reviewed the above course selections with an Advisor and am responsible for meeting requirements as outlined in the college catalog.

Student Signature _____ Date

I am not a recipient of financial aid or Veteran's benefits. I am not planning to take English, Math, Reading, Electronics, Nursing nor enrolled in more than 6 credits. I am therefore waving advisement.

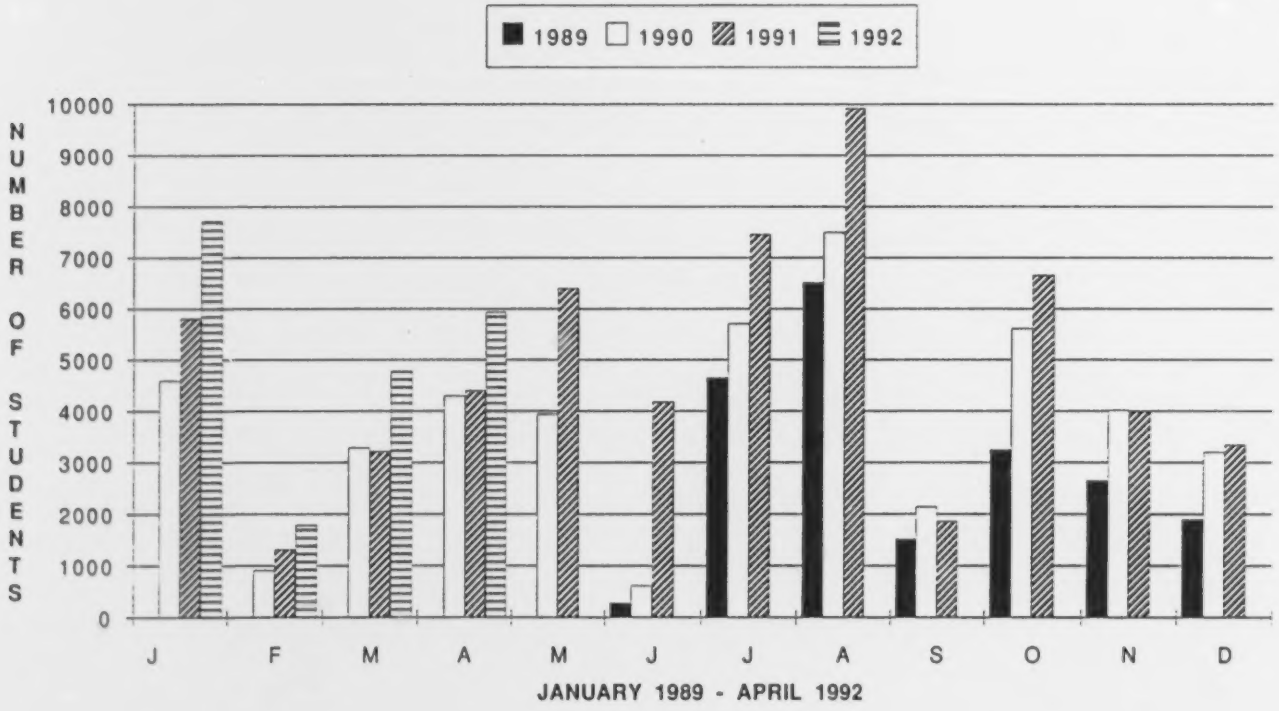
Student Signature _____ Date

Mesa Community College does not discriminate on the basis of race, color, national origin, sex, handicap, or age in application, admission, participation, access and treatment of persons in instructional or employment programs and activities. All of the information provided on this form is confidential and in compliance with the Family Education Rights and Privacy Act of 1974.

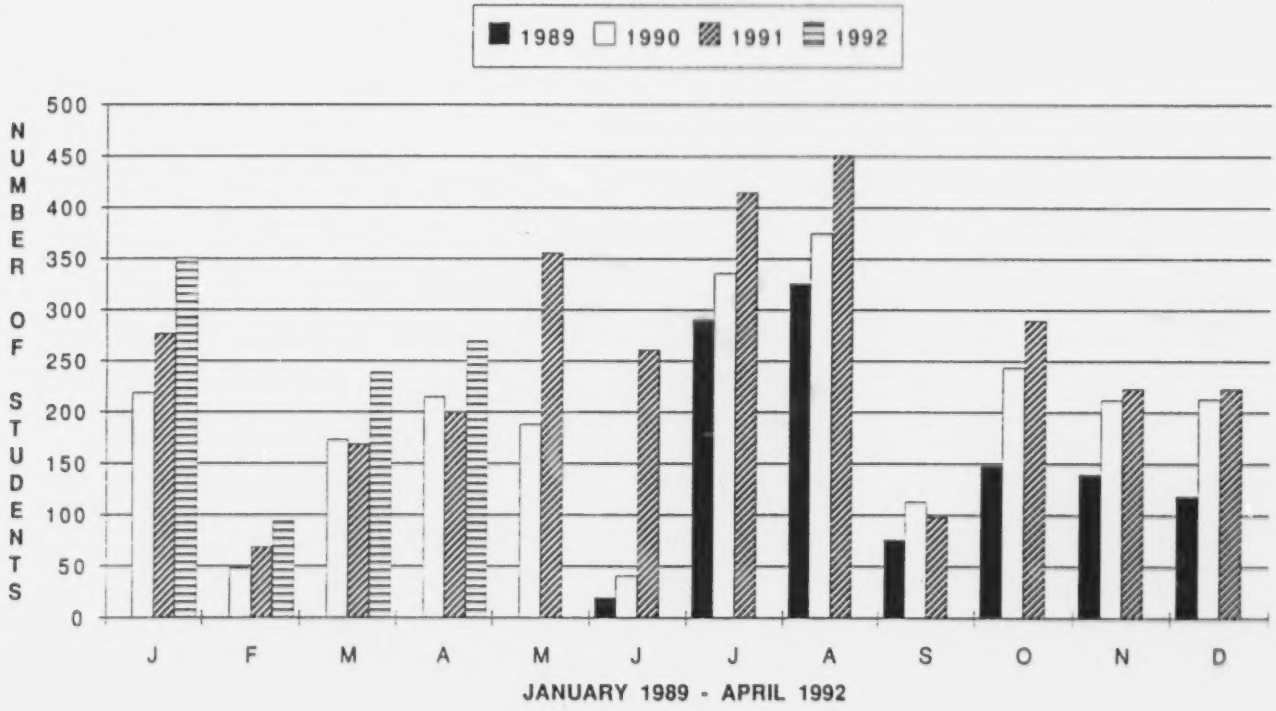
ENROLLMENT IS VERIFIED ONLY BY A PAID RECEIPT.

MARICOPA COMMUNITY COLLEGES

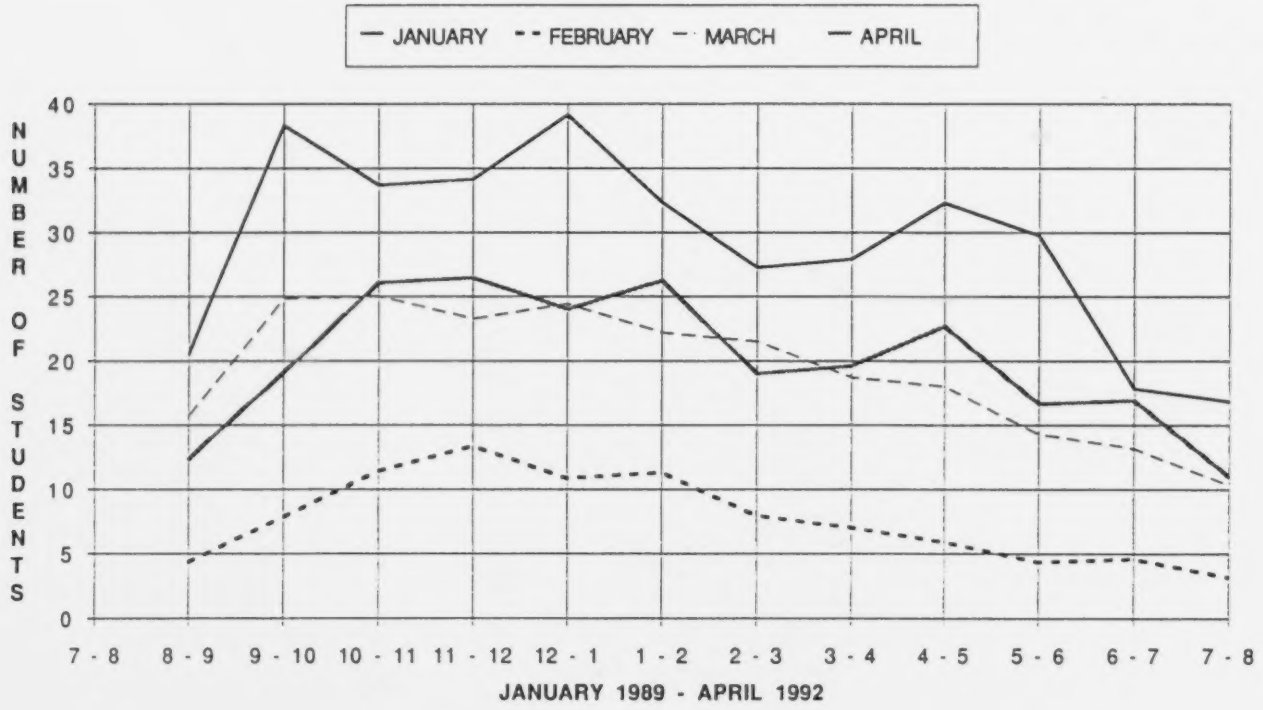
MCC ADVISEMENT CENTER--TOTAL NUMBER OF STUDENTS ADVISED EACH MONTH



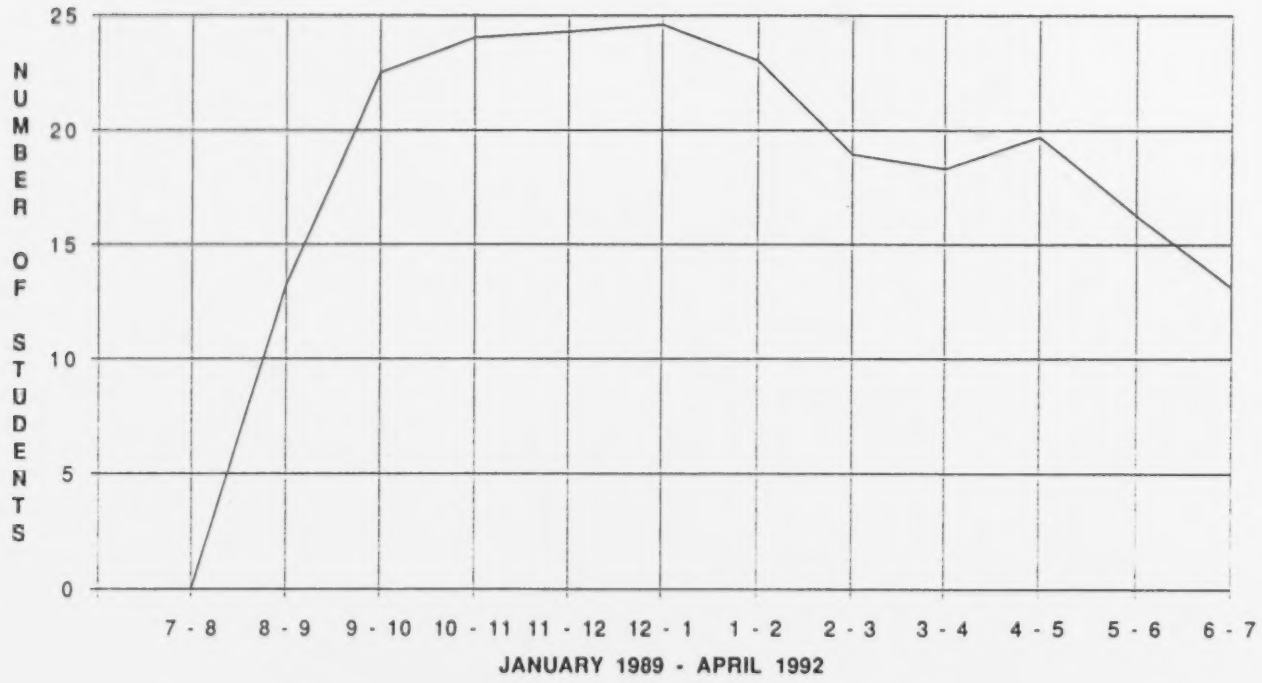
MCC ADVISEMENT CENTER--AVERAGE NUMBER OF STUDENTS ADVISED DAILY



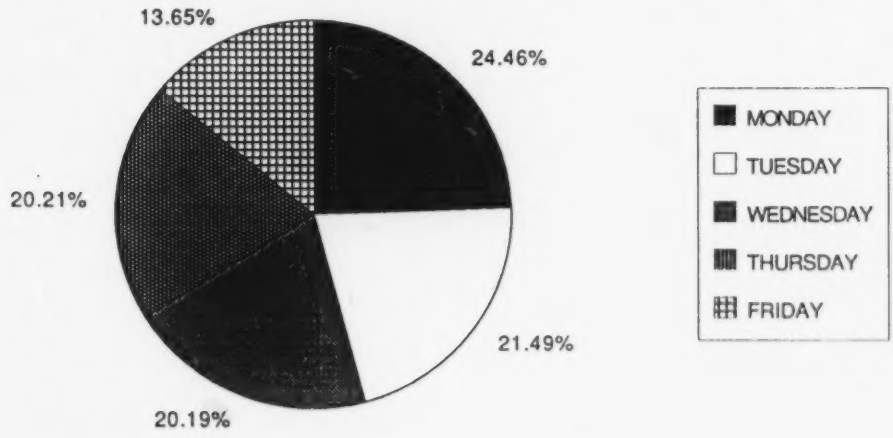
MCC ADVISEMENT CENTER--MONTHLY AVERAGE OF STUDENTS ADVISED BY TIME OF DAY



MCC ADVISEMENT CENTER--AVERAGE NUMBER OF STUDENTS ADVISED BY TIME OF DAY

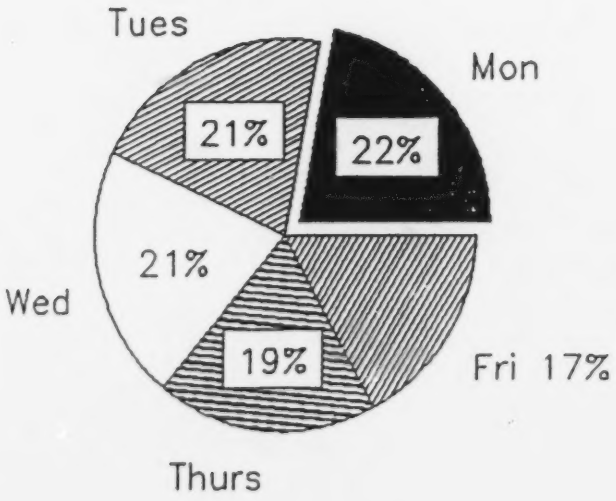


MCC ADVISEMENT CENTER--DAILY PERCENTAGE
JANUARY - APRIL 1992

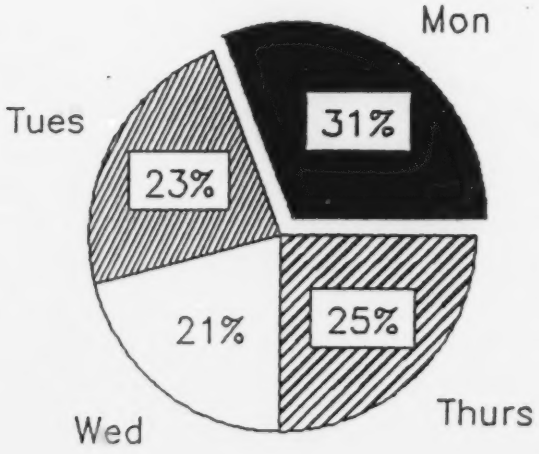


MCC ADVISEMENT CENTER

Percent of Students Advised per Day
1989-1990

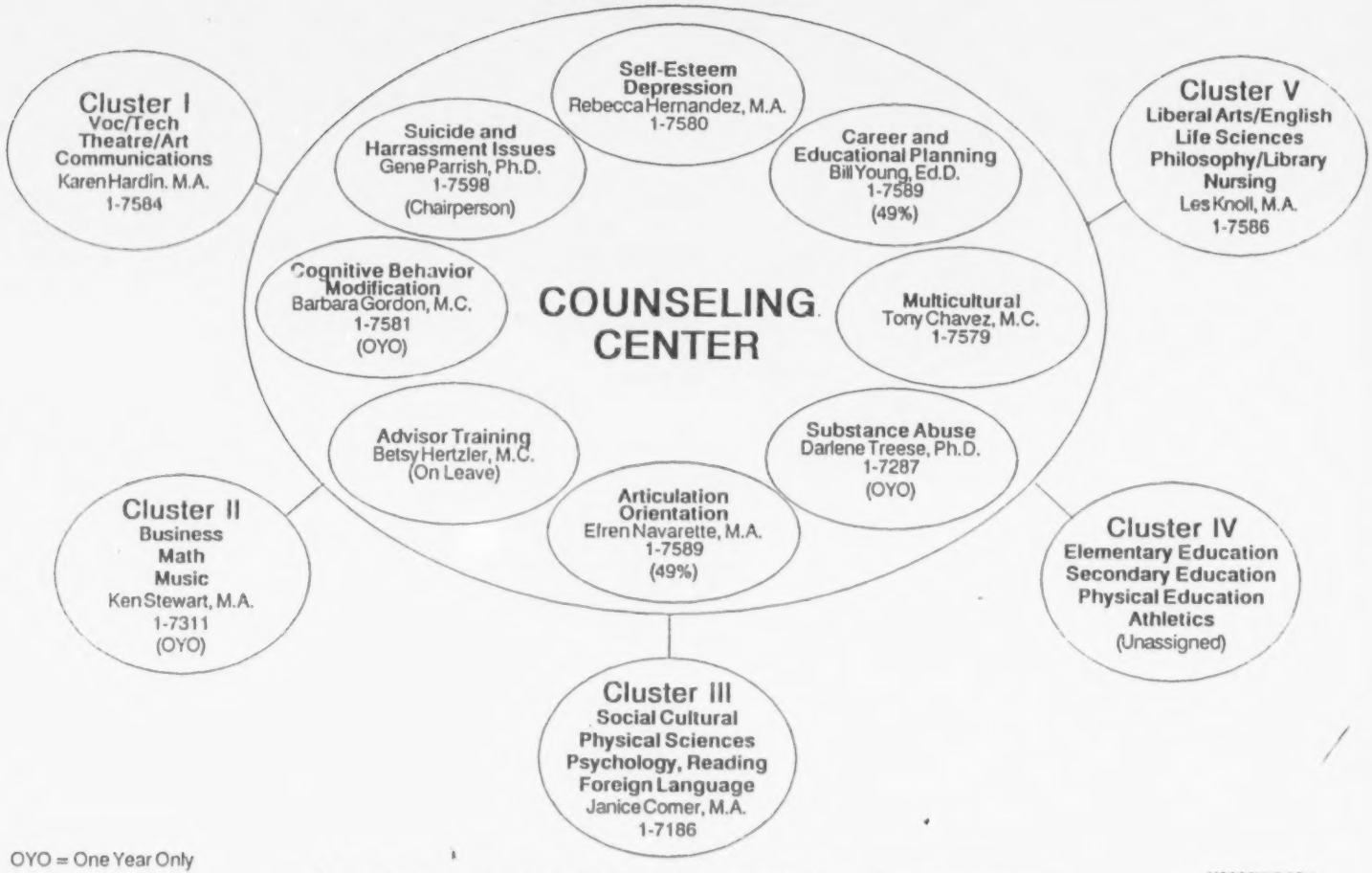


Spring - Fall



Summer

MESA COMMUNITY COLLEGE
COUNSELING DEPARTMENT
SPRING 1992

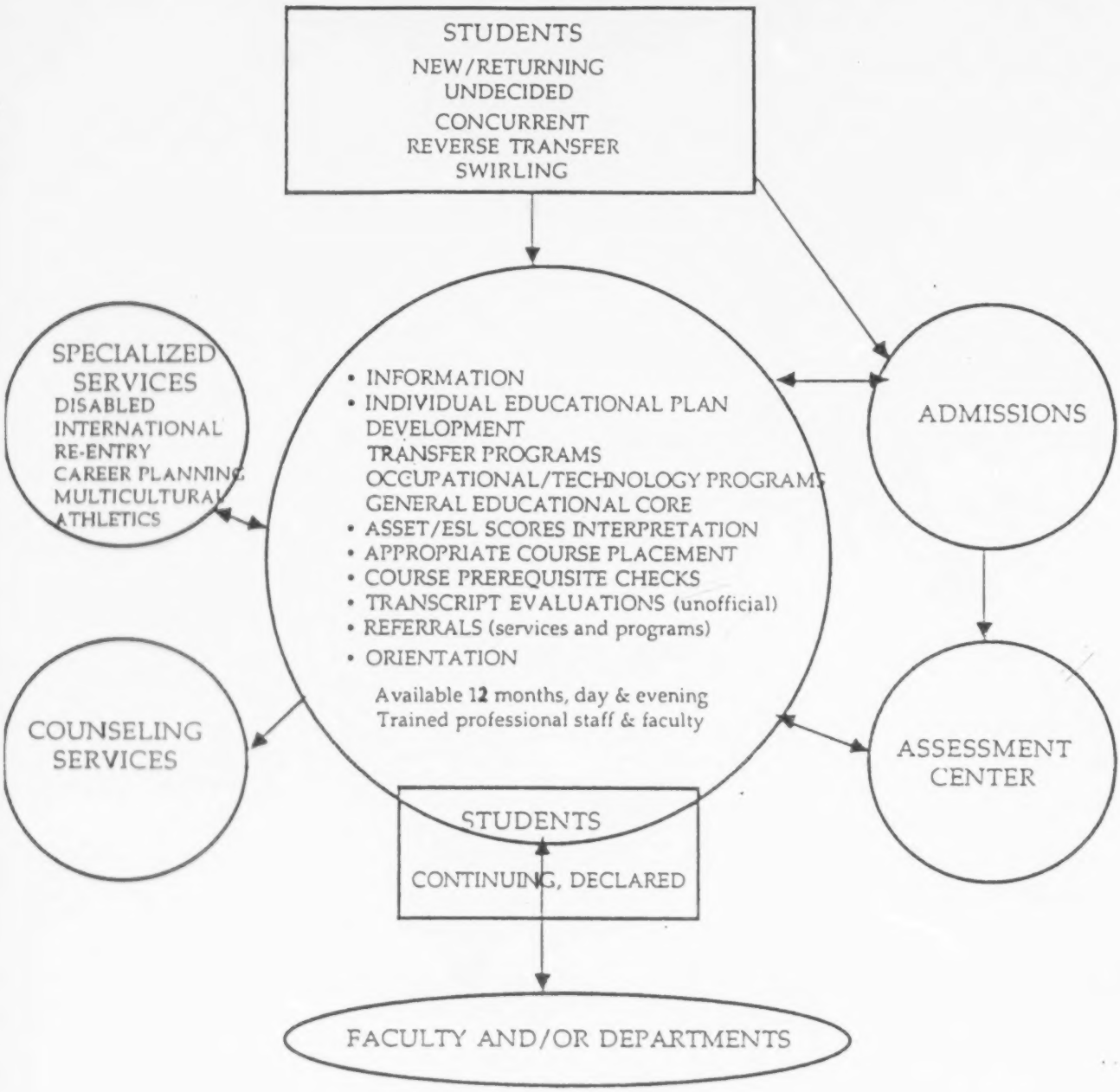


OYO = One Year Only

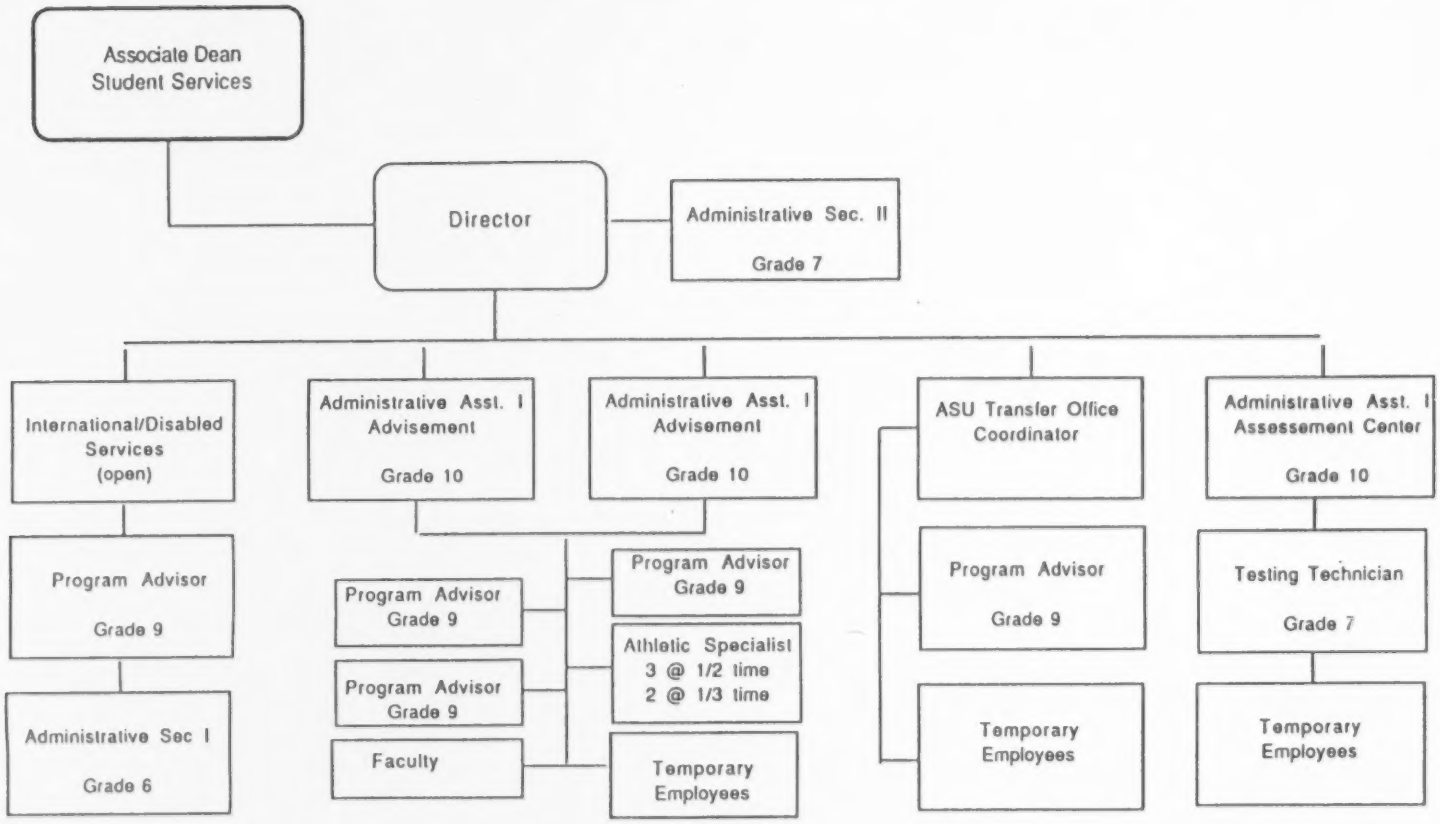
STUDENT APPOINTMENTS: 461-7588

MCCCOUNS.GEM
3/11/92

ADVISEMENT/TRANSFER CENTER

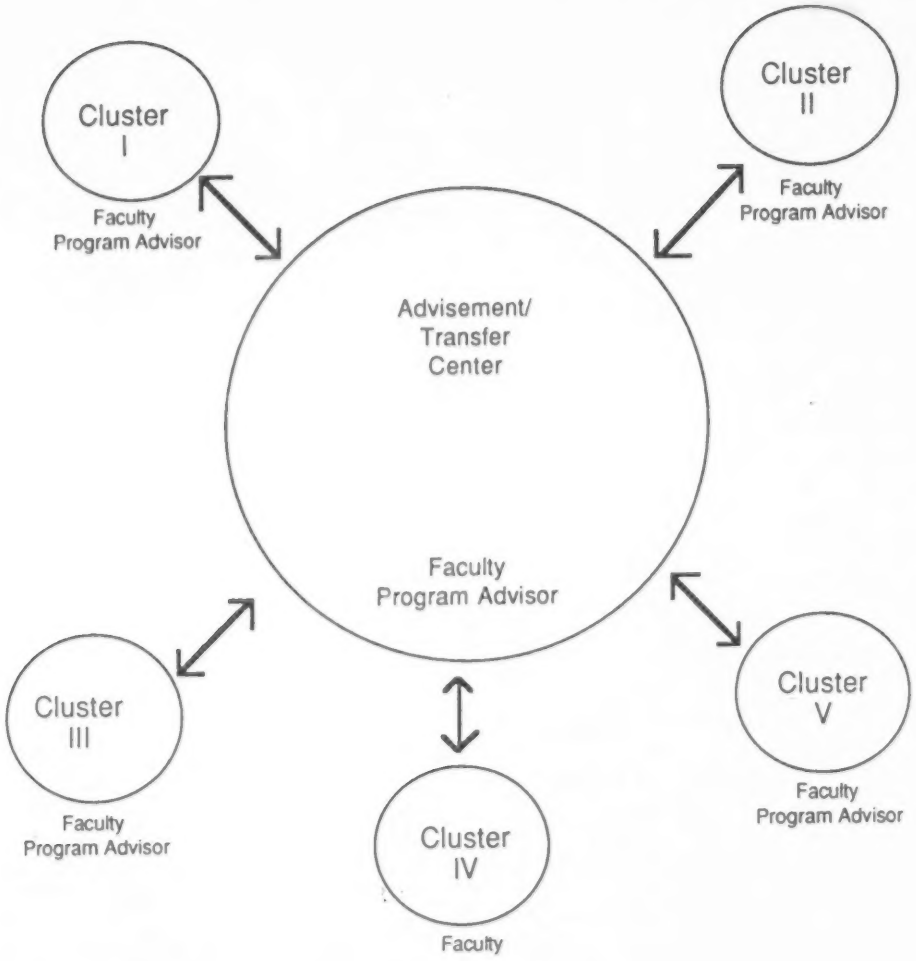


RECOMMENDED REORGANIZATION

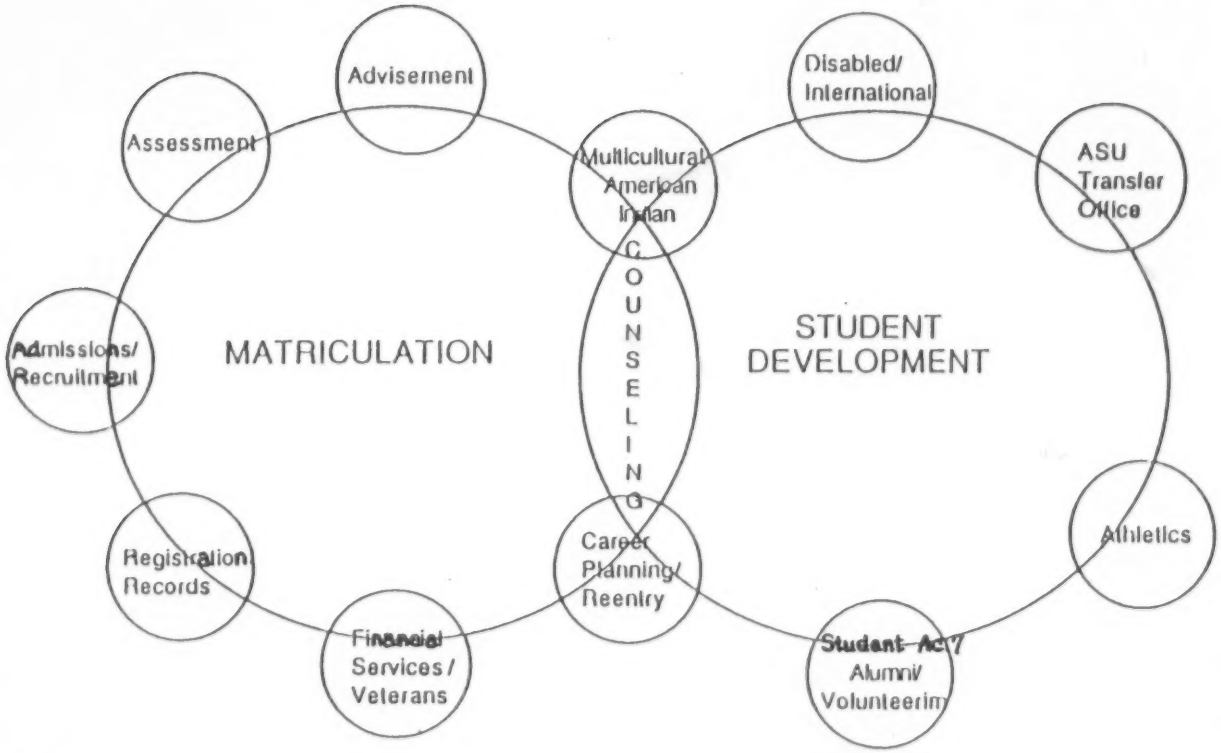


Rec/Reorg

April 22, 1992


Cluster
I
Faculty
Program Advisor
Cluster
II
Faculty
Program Advisor
Advisement/
Transfer
Center
Faculty
Program Advisor
Cluster
III
Faculty
Program Advisor
Cluster
IV
Faculty
Cluster
V
Faculty
Program Advisor

SERVICE TO STUDENTS



STUDENT SERVICES MODEL

March 92

OFFICE OF ADMISSIONS/RECRUITMENT

HIGH SCHOOL RELATIONS & RECRUITMENT

- High School Visitations
- High School Counselor Workshops
- Campus Ambassadors
- CONAP (Military Personnel)
- OP SHOP (Annual)
- MCC Faculty & Staff Reps

MESA COMMUNITY COLLEGE

Office of Admissions/Recruitment

1833 West Southern Avenue
Mesa, Arizona 85202-4867
(602) 461-7000

PRE-ADMISSIONS SERVICES

- Applications Processing
  Ability to Benefit
- Mailings: Applications, Brochures
- Establish Student File
- Campus Tours
- Campus Information/Referral

ADMISSIONS PROCESSES & FUNCTIONS

- Transcript Evaluations
- Credit by Examination
- Credit by Evaluation
- Notification of Admissions Letters
- Change: Name, Address, Status
- Domicile Affadavits

OUT REACH & ACCESS INTERNAL & EXTERNAL

- Special Registration
- Institutional Reports
- Services to Business & Industry
- Campus District, State-Wide Committees

NURSING ADMISSIONS

- Establish Files for Committee Review and Selection
- Evaluate Transcripts, Recommendations, Supportive Documents
- Create Spreadsheet, Consistent with Point System
- Maintain and Update Nursing Admission Packet

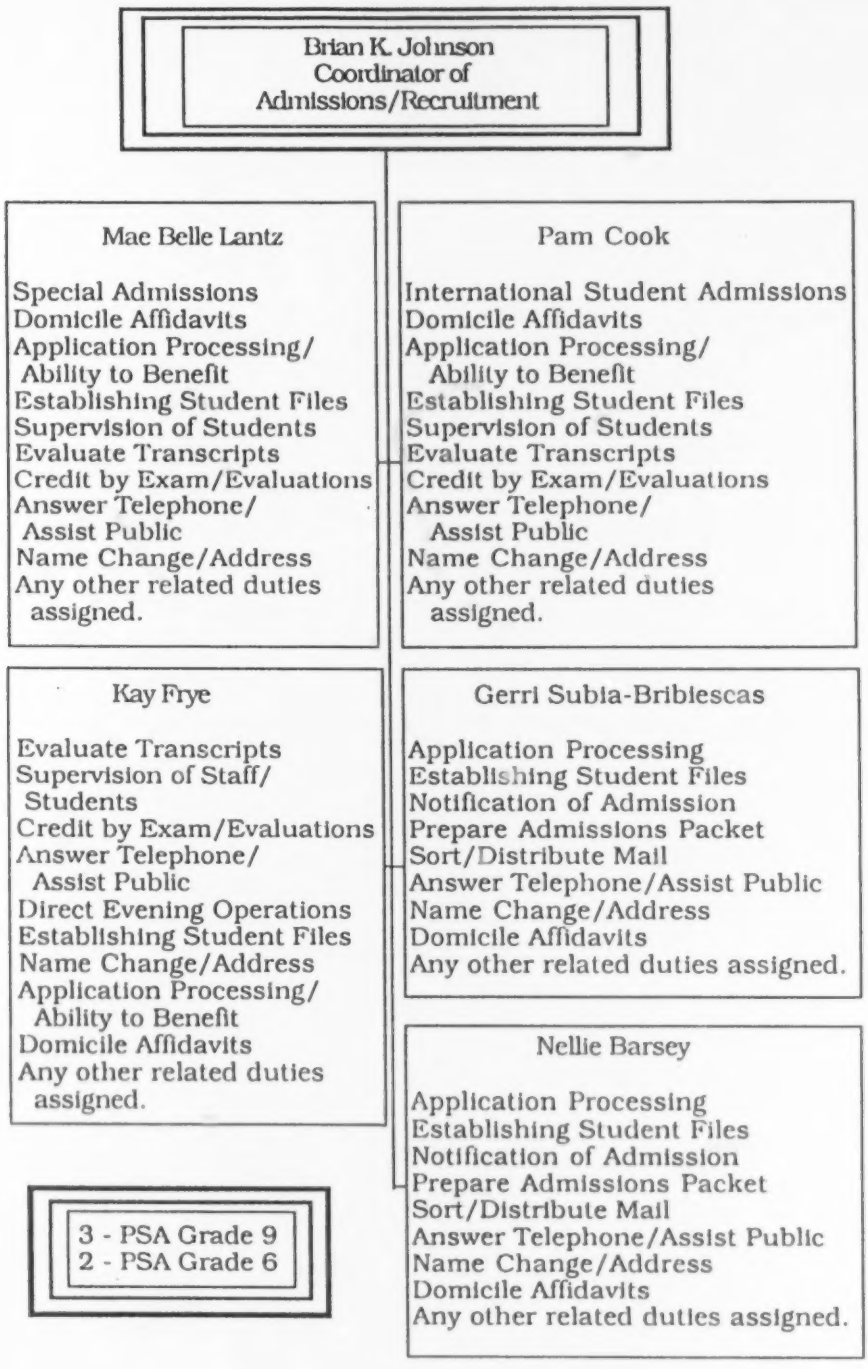
INTERNATIONAL STUDENT ADMISSIONS

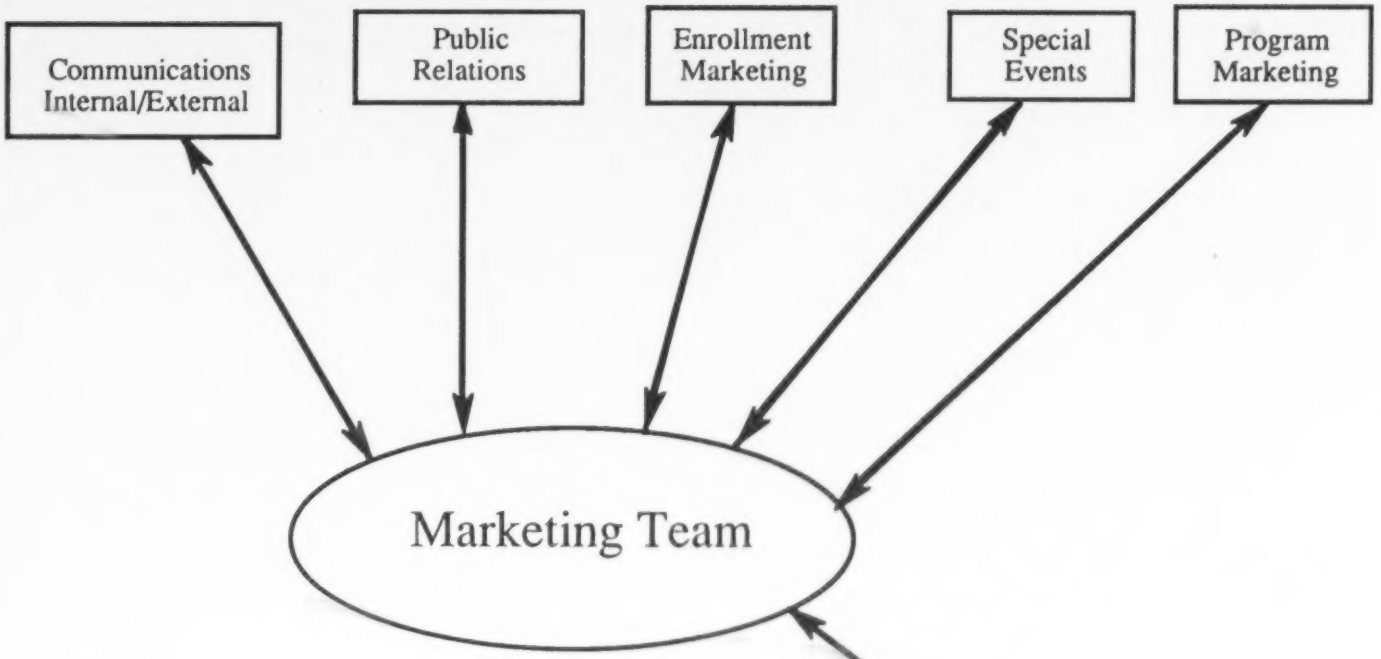
- Monitor & Issue All I-20's
- Generate International Student Reports
- Correspondence: Regarding Policies and Status
- Evaluate International Transcripts

* The philosophy of the Office of Admissions/Recruitment at Mesa Community College is that of a humanistic, student-focused approach wherein the delivery of services will maintain and enhance student enrollment and retention. The aim of the office is the development of admissions goals and objectives reflective of the mission of the institution. Keeping in mind the broad principles and concepts that underlie human interaction, the job of the Office of Admissions/Recruitment is to assure that admissions-related policies are well-articulated, understood, and implemented.

A Unit of Maricopa Community College District

Office of Admissions/Recruitment





Communications	-	D. Irwin
Public Relations	-	D. Irwin
Enrollment Marketing	-	B. Johnson
Special Events	-	S. Moreno
Program Marketing	-	B. Johnson

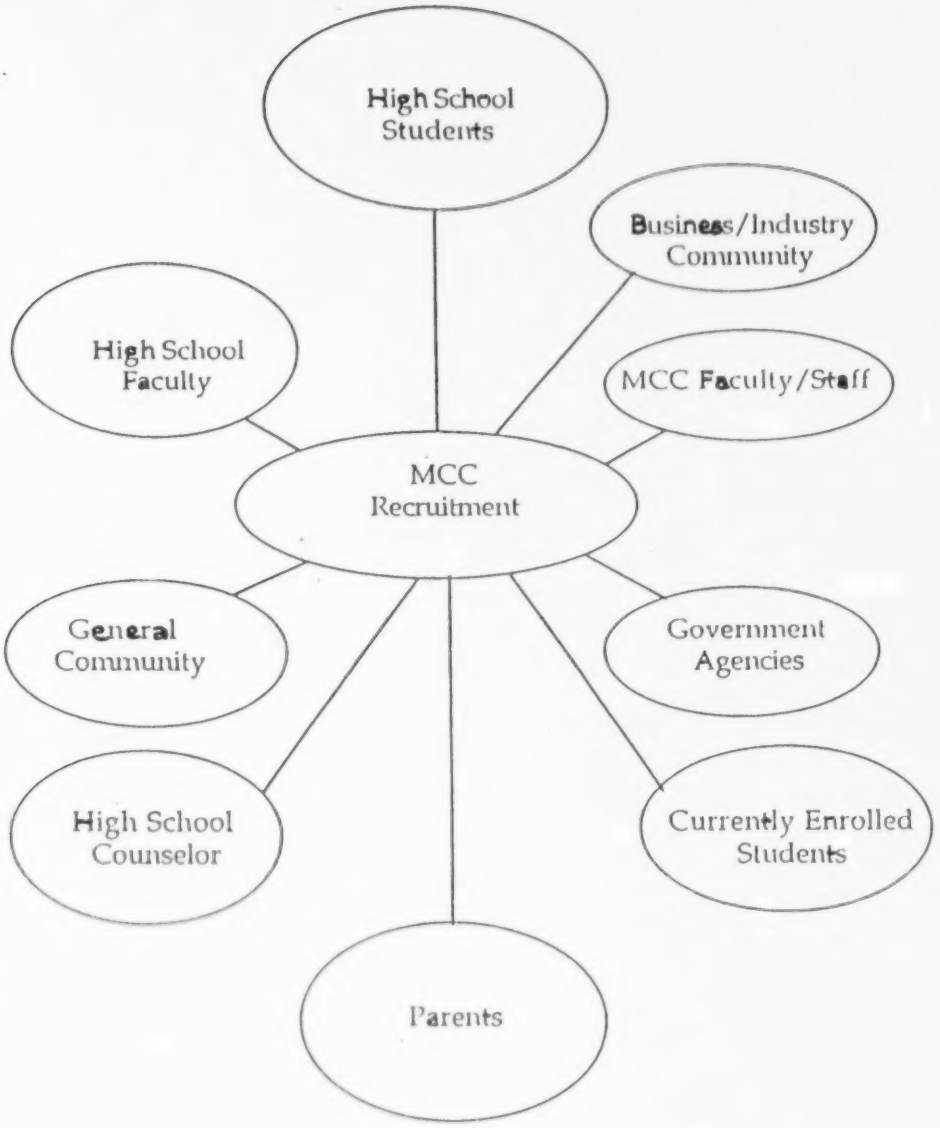
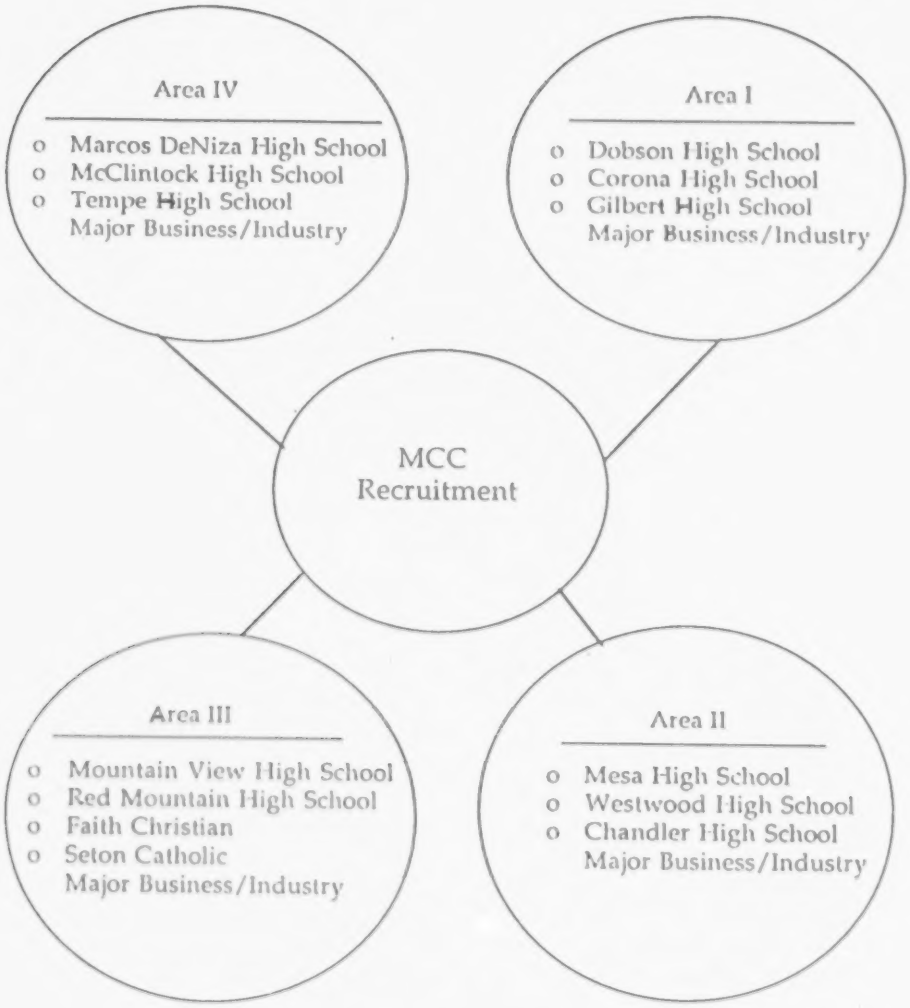
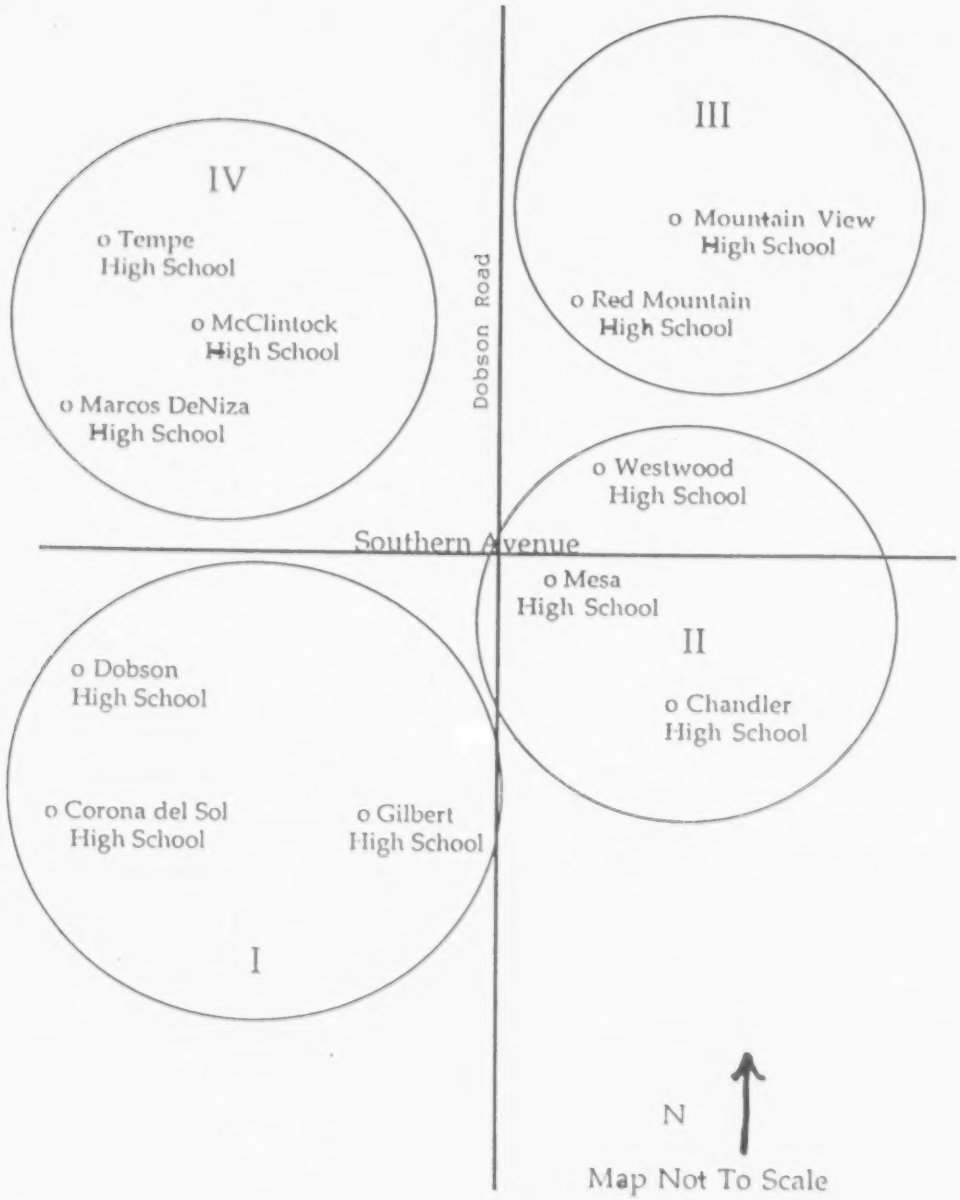


Table I - Publics addressed in Recruitment


Area IV
o Marcos DeNiza High School
o McClintock High School
o Tempe High School
Major Business/Industry
Area I
o Dobson High School
o Corona High School
o Gilbert High School
Major Business/Industry
MCC
Recruitment
Area III
o Mountain View High School
o Red Mountain High School
o Faith Christian
o Seton Catholic
Major Business/Industry
Area II
o Mesa High School
o Westwood High School
o Chandler High School
Major Business/Industry


IV
o Tempe
High School
o McClintock
High School
o Marcos DeNiza
High School
III
o Mountain View
High School
o Red Mountain
High School
Dobson Road
o Westwood
High School
Southern Avenue
o Mesa
High School
II
o Chandler
High School
o Dobson
High School
o Corona del Sol
High School
o Gilbert
High School
I
N
Map Not To Scale

Definition of Areas:

Area I

*Dobson High School
*Corona Del Sol High School
*Gilbert High School
*Major businesses/industries

Area II

*Mesa High School
*Westwood High School
* Chandler High School
*Major businesses/industries

Area III

*Mountain View High School
*Red Mountain High School
*Faith Christian
*Seton Catholic High School
*Major businesses/industries

Area IV

*Marcos De Niza High School
*McClintock High School
*Tempe High School
*Major businesses/industries